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AND OF THE

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THE PRESENT CONDITION OF THE SCHOOLS OF THE STATE.

(Paper read by State Supt. Whitford before the State Teachers Association, at Madison, Dec. 30th, 1879.)

This paper has been prepared in compliance with the request of the esteemed President of this body. The close of the year affords superior facilities, through the annual reports of the various school officers, to gain a wide outlook upon the numerous educational operations of the State. It is certainly fitting for the members of this Association, which represents all grades of our school work, to review carefully their efforts in the last twelve months, and to note distinctly the salient results,—some of them unfavorable, but most of them gratifying and even cheering.

Let us consider our subject under the heads of statistical summaries and prominent needs. To be specific and accurate, I shall have to use quite largely the footings of the tables which comprise the many items found in the different school reports. I trust that this paper will not be wearisome, while I join figures with the facts.

STATISTICAL INFORMATION.

I. *State University.*

Let us begin with the State University, the crown of our educational system. In the past year, there have been manifested, in a striking manner, the results of the wise policy of the State in granting to this institution a magnificent income. More than usual prosperity has attended its administration. The Assembly Hall and Library, spacious and elegant buildings united together, have been

erected at the cost, all furnished, of about $40,000. No appropriation has been asked from the State to meet any portion of this expense, as a sufficient amount was saved from the receipts of the University, during the past two years, to cover all items. The Library furnishes a room for the safer keeping of the books and periodicals, enables the Institution to use a larger number of them, and supplies conveniences for the consultation of them by the faculty and the students. The Assembly Hall furnishes accommodations for all the members of the University to meet in a single room for lectures and public exercises. The want of this convenience has affected, for many years, the unity and efficiency of the internal operations of the school, and somewhat deprived it of an immediate communication with the public. Some valuable additions have been made to the machine shops, the laboratories, and the cabinets. The liberality of the State encouraged, without doubt, ex-Governor Washburn to give to the University the Astronomical Observatory, which was erected last year, and has been partially furnished with instruments this year. When completed it will cost the donor at least $30,000.

Six new members have been added, since June last year, to the Faculty of the College of Arts and Letters. Three of these fill the Chairs made vacant by the death of professors in the past two years. The departments of Modern Languages, Rhetoric, and English Literature, have been strengthened, while that of Astronomy has been placed in charge of Prof. James C. Watson, who has acquired eminent distinction in his work. The enrollment of students is nearly one hundred greater than it was two years ago. The number in the Sub-Freshman Class has decreased the past year, and that of the Freshman and Junior Classes has increased. What is more satisfactory, there has been a decided improvement in the scholarship of those admitted, as well as of those taught in the University.

The most radical change in the policy of the Institution for the past few years, consists in the recent modification of the plan for the Courses of Study. A wider range of instruction, and a more extended prosecution of the various branches are offered. The principle of the election of studies has been made more prominent, with the view of allowing technical branches to be substituted for those in the general courses. Under this scheme, Latin can be pursued in the Scientific Course in the place of the Modern Languages. This change has been effected to relieve some of the Courses which had become crowd-

ed by the addition of new studies, to permit the students to follow more freely their inclinations to investigate certain subjects, and to place the graduates of the University in a more equal position.

II. *Denominational Colleges and Private Academies.*

The denominational colleges are feeling the depression which has prevailed in the business circles of the country. With one or two exceptions, they report less number of students in attendance. That at Prairie du Chien has suspended. Most of them have been making, in the past year, earnest and successful efforts to enlarge their endowment funds. Between these institutions and the State University, as you all know, there exist cordial relations. These should always be maintained, as the latter cannot supply the facilities for the training of all the youth of the State who seek the college culture; and the former furnish instruction to those in different sections, and aid in fostering in those sections the sentiment which favors higher education. In these denominational schools are found some of our most accomplished and effective teachers, not a few of whom are living on meager salaries, and performing a vast amount of service for the cause of general education.

Not many of the academies report yearly to the State. They are gradually diminishing in number, as they are in the patronage which they receive from the public. We have no means of knowing what is the general attendance of pupils in them. Scarcely any of them have endowments, and they are, in the main, feebly supported by inadequate tuition fees. Having never gained a firm foothold in the State, they are surrendering their work to the public high schools. But in the transition stage of the development of our educational agencies, they have accomplished in the past, as they are now doing in some localities, an important service to the people of Wisconsin. They have furnished employment for many of our ablest instructors, prepared many young people to become teachers in our common schools, and nourished and strengthened popular education in sections where they have been located.

III. *State Normal Schools.*

The supervision which the Normal Regents exercise over the schools under their charge, is remarkably close, referring to the most minute detail. The condition of the grounds and of the rooms in the buildings, the amount of supplies of all kinds, the qualifications

of the teachers, the character of the recitation work, the progress of the pupils, the exercises of the graduating classes, and the impression which the schools are making on the communities in which they are situated,— all come under their careful inspection. As a result, these schools are kept in a nearly uniform grade of efficiency. In the past year, the enrollment in their model and preparatory departments has somewhat decreased, while that in their Normal classes proper has increased. Less number of students have graduated in the two years' course of study, and a greater in the four years' course. In the Oshkosh and River Falls Schools, there have been added several new teachers, on account of the resignation of old members of their faculties, and on account of the augmentation of the class work. The quality of instruction in all these schools is constantly improving, as is evidenced in the examination of their classes. The board of visitors this year, without exception, express their high admiration of the discipline which prevails in these schools, and of the instruction given by the teachers. Greater attention has been directed to the improvement of the training departments. The duties of their directors have been increased and made more specific, and many of the students are required to spend in them more time in observation and practice work. The experience of these schools confirms the opinion that they are making a stronger impression, especially upon the country schools, through their under-graduates than through those who complete the courses; for the reason that a much larger number of the former are sent out to teach. Pres. McGregor says that through these "a Normal School can reach directly that branch of our educational system most in need of its influence."

The value of the two years' course of training has, this year, attracted considerable attention. It is undeniable that it has not proved entirely successful, in the minds of all the Normal Regents. This is due to the system, and not to the lack of any care given to the course in the schools. President Albee in his report strenuously defends the utility of the course, "from the conviction that its scope and value are underestimated by some thoughtful men, who have not examined the question attentively." He maintains that, "it is an encouragement to people, with low ideals regarding culture, to rise higher than they otherwise would; and thus far it has accomplished its object." President Stearns advocates the use of the word "certification" for "gradation," to designate the formal completion of this course, so as to make a clearer distinction between the two courses. He adds that

"Those who have been but two years in the school, by the use of the term "graduation," in which they are justified by custom, claim equal honors with those who have given twice as much time to preparation for teaching. The evil resulting from this is two-fold. On the one hand, the Normal School is judged by the work of these elementary "graduates," on the supposition that they have received all the training which it affords; on the other, pupils are discouraged from completing the full course, because they "graduate" at the end of two years, and become competitors for situations as "Normal graduates." One of the Visiting Committees to these schools recommends that no diploma or certificate be granted to the students who finish the elementary course; another urges the importance of inducing the students to pursue the full course, on the grounds that "The studies of the two last years are of such a character as to develope more effectually and rapidly than the earlier, the power of stimulating and enriching thought;" and that those who do not complete these studies, in "going forward, as they do, in many instances, to high positions as teachers, go unprepared; and all the children of the Commonwealth suffer from the lack."

The Normal Regents have discussed the propriety of establishing a kindergarten in connection with the Platteville school. Some preliminary arrangements have been made, looking toward the formation of such a school sometime next year. President McGregor says that should the Board decide to favor the school "with this new department, I am confident that the citizens and the Normal School,— both teachers and pupils,— will give it a hearty support." He thinks that "its introduction, even in a modified form, will bring about a much needed revolution in primary teaching." President Parker, after noticing the merits of the Kindergarten, presents the thought that "The claim of the Normal School is that the Kindergarten will exhibit the most perfect means known for the study of some of the initial processes of mind; and that its influence upon Normal students will be correspondingly healthful, as reflected and disseminated through district schools." He commends to the Board the establishment of a Kindergarten, at an early day, in connection with the River Falls school.

IV. *Charitable and Reformatory Schools.*

Unusual vigor has been shown, the past year, in the management of the Charitable and Reformatory Schools. With one exception, the number of inmates cared for and taught in each of them, is the largest it

has ever been. The good conduct and the readiness to learn exhibited by these inmates are noticeable features. The instruction given in the schools for the Blind and the Deaf and Dumb, is of a superior character, not excelled in any other class of schools in the State. We hear excellent reports of the condition, in all respects, of the Industrial School for Girls. The general discipline of the Industrial School for Boys is all that could be wished. It is believed that the department of instruction, both in its plan and in its recitation methods, can be improved. The faculties in all these schools are represented as harmonious and heartily co-operating together. The Institution for the Deaf and Dumb at Delavan was destroyed by fire, the 16th of last September. The main building was ill-adapted to the uses of such a school. Most of the children have since been kept together, and are provided with quite convenient accommodations in the outside buildings, which are not greatly damaged by the fire. The exercises of the school were suspended only for a day in consequence of this accident. The Legislature will be asked this winter to provide an appropriation of $130,000 for the erection, next year, of safer and more suitable buildings for this school.

V. *Free High Schools.*

The amendments passed last winter to the free high school law, have rendered it more satisfactory and efficient in its operations. The law has been simplified in most of its provisions. The schools in the larger cities do not receive as much State aid as formerly, and those in the towns and villages receive more proportionally. The State Superintendent has prepared a circular on the free high school system, for distribution throughout the State. In it he gives a succinct history of the legislation, and of the schools established under the law; he shows what were the leading purposes in the enactment of the law; and he justifies the State in passing such a measure. He discusses the standard of admission of pupils to these schools, and presents three courses of study, which he recommends for their adoption. The circular closes with full comments on the sections of the law.

During the past year, two schools have been discontinued, and five have been organized and reported. Eighty-eight in all receive aid from the State in the distribution of the high school fund of $25,000. Several other schools were formed, but too late to maintain instruction the requisite length of time, before the 31st of August last. In the schools which reported, 196 teachers were employed, 6,623 pupils

were taught, $9,035.50 were received for tuition, and $119,098.15 were expended for instruction. Of the pupils in attendance, a greater number are returned as pursuing the common branches only, and a less number the higher.

The primary object in the establishment of these schools has not been realized to any great extent — viz.: the creation of town high schools. Only three of this kind have been organized in the past four and a half years. But the scheme has very materially stimulated and strengthened high school instruction in the villages and cities.

The vantage ground thus secured by the State will have to be watched with considerable solicitude, lest the opponents of high school instruction shall demand the withdrawal of all public support.

In this connection, the fact might be mentioned that at least twenty high schools, in our villages and cities, have never availed themselves of the benefits of the free high school law.

VI. *Teachers' Institutes.*

In no previous year, have the teachers' institutes in this State been so efficient. More county superintendents have interested themselves in inviting the institute workers to their counties, and in inducing their teachers to attend the institutes. Besides the four regular conductors, forty-two assistent conductors were employed portions of the time. The number of institutes held is sixty-five, in fifty-seven counties and superintendents' districts. Thirty-nine of these were each two weeks in length, and one was four weeks,— the remainder being each one week. Only thirteen were in session in the spring. The holding of the others principally in August and September necessitated the employment of a much larger force of instructors. The number of members enrolled in the institutes, is 5,126; and of these, 4,139 had previously taught. The average experience of those who have been engaged in teaching, shows an increase of four-tenths of a month,— the full average being 22.7 months.

This year closed the instruction in the three years' course of study which had been selected for the institutes. The results prove the wisdom of the plan. The work has been well adapted to the needs of the district school teachers, has been more concentrated on given and practical subjects, and has enabled the entire force to be better organized and directed.

VII. *State Certificates.*

At the examination last August for State teachers' certificates, eighteen candidates were present. Only four passed,—one receiving the limited certificate, and three the unlimited. On the petition of eleven of these candidates, a special examination will be held for them this week, at Madison. Those who were examined in August testify to the exceeding thoroughness of the work.

The certificates of forty-one graduates in the elementary course of our Normal Schools have, during the year, been countersigned by the State Superintendent; and thus converted into five years' certificates, —the length of the limited ones. Sixteen diplomas of the graduates in the full Normal course have also been countersigned, and made into unlimited certificates. The same has been done for twenty-one graduates of the State University.

VIII. *Report of State Board of Health.*

One of the most valuable documents which the State issues this year, is the Annual Report of the State Board of Health. To the teachers and school officers it has an especial interest. It furnishes three papers which relate entirely to educational matters. One is upon the modes of ventilation and heating in our Normal School buildings; another treats of "Our Public Schools in their Relations to the Health of Pupils;" and the third discusses at length the subject of the school-houses of the State.

The first paper is prepared by Gen. James Bintliff, who has carefully studied the different modes of ventilating private houses and public buildings. The second is by Dr. J. T. Reeve, the Secretary of the Board, who brings together a large amount of facts bearing upon the study of Physiology and Hygiene in our schools, upon the ignorance of teachers in regard to the plainest sanitary rules and conditions, upon the school age of children and their capacity for study, and upon the amount of work required of children in our schools, and the conditions under which they perform this work. The last paper is written by Prof. T. W. Chittenden, formerly city superintendent of schools in Grand Rapids, and embraces a variety of topics relating to the sanitary state of school-houses. This article contains, under a systematic arrangement, the substance of about one thousand reports which were received from superintendents and teachers in nearly all portions of the State, in answer to a list of questions which were fur-

nished them last spring. The information here given is simply startling, and the conclusions drawn may well lead us to serious reflection, and to remedy as soon as possible the defects found in our school buildings and their surroundings.

IX. *Public Schools.*

The returns from the public schools of both the counties and the cities, are not very gratifying in some of their points. The number of children of school age in the State, this year, is reported to be 484,259,— an increase of 5,567 over that of last year. The whole number of children in attendance upon the public schools this year is 293,386,— a decrease of 4,216 from that of last year. The attendance of children upon the private schools shows a slight gain. The percentage of the attendance of children of school age upon both public and private schools last year, was computed to be 67; that for this year is 65.9,— a decrease of 1.1 per cent.

The average length of time that the public schools were taught in the independent cities, was 188 days,— a decrease of one day from that of last year; and in the counties, 151 days,— a decrease of ten days.

The whole number of teachers required for the public schools last year, was 6,844,— a gain of 144. The whole number employed was 9,875,— an increase of only sixty-seven.

The average wages paid per year to teachers in the independent cities, were for males $838.41,— a decrease of $164.34; and for females $341.89,— a decrease of $5.15. Those paid per month to teachers in the counties, were for males $37.75,— a decrease of 70 cents; and for females $25.73,— a gain of 40 cents.

The superintendents of the cities and the counties have issued, in all, 9,396 certificates to teachers,— an increase of 466. Of these, 8,423 were for the third grade,— an increase of 673. The certificates of the first and second grades given by them, number 167 less than those issued last year.

The number of graded schools remains the same as last year, with the exception of the addition of one with two departments,— making in all four hundred thirty-three.

The reports of the county superintendents indicate not an altogether satisfactory condition of the text-book question, as related to the district schools. Out of 5,657 districts in the counties, the returns show that only 2,992 had, by the 31st of August last, made adoptions of books for their schools; and that 886 of these do not use exclu-

sively the books which they have adopted. This year, 502 additional districts purchase their books; and those which sell to pupils, gain 389; and those which loan, gain only ten.

The aggregate receipts of money from all sources by the school boards of the cities and counties, amount to $2,719,500,—a decrease of $30,455.93. The aggregate expenditures reach $2,146,176.56,—a decrease of only $2,152.98. The cities have paid out $24,106.68 less than they did last year; and the counties, $21,953.70 more.

Of the 65 county superintendents, 33 were re-elected or hold over for the next year or next term; and, of course, 32 new ones enter upon their office the first Monday of next month. During the past year, there have been only six changes among the superintendents of our independent cities — twenty-seven in number.

X. *Progress in the Past Six Years.*

To show the enterprise of our educational workers, the stability of the popular sentiment which sustains our free school system, and the basis on which we rely for the future growth of our schools, let us mark the progress we have made during the past six years. I can safely assert that it is surprising, even should we consider it apart from the severe financial depression which has prevailed during all that time. But when considered in connection with our business embarassments and the general tone of discouragement existing throughout the country, it is simply marvelous.

1. In the State University since 1873, the attendance of students in the classes above the preparatory department, has increased from 246 to 377, a gain of 131; and to the number of professors, not reckoning those in charge of the Law Department, there have been added five; and to that of instructors, three. In that year, the total number who had graduated from the Institution was 201; now it is 576. Then the amount of endowments and funds except real estate, was $118,907.65; now it is $489,610.85, more than fourfold. Then the whole income was $16,210.58; now it is $82,544.42,—more than fivefold. That year the amount received for tuition was $4,239.65; this year, it was $368.00,—tuition fees not being paid now in the literary departments by the residents of the State. In the six years, Science Hall, the Astronomical Observatory, the Assembly Hall, and the Library Building have been erected, at the aggregate cost of not less than $175,000.

2. In relation to the Normal Schools it can be said that in that

time one school has been added to the list; the productive fund has been increased $135,234.29; the income has gained $14,904.91; the enrollment of pupils, which six years ago was 1,249, was last year 1,803; and then 31 members of the Normal faculties were employed, now 55 members. Large additions have been made to the main buildings of two schools, and one large building at River Falls has been erected,— these costing over a hundred thousand dollars.

3. In 1873, the number of inmates in the Charitable and Reformatory Schools was 507; this year, it was 901. In that time, the substantial edifice for the Blind Institute has been erected, and the Industrial School for Girls has been opened.

4. In the past five years, the system of free high schools has been created, and $83,786.93 have been distributed as the State aid among those schools. From twenty-one schools four years ago, the number has increased to eighty-eight. In this connection, we may notice that there were, in 1873, only 258 graded schools in the State; this year there are 433.

5. While the number of teachers' institutes has increased only nine since 1873, the number enrolled in them has advanced, according to the returns, from 3,697 to 5,126,— a gain of 1,429. The aggregate expenses are only about one thousand dollars more.

6. The increase in the number of children of school age in the State is 48,247; and of those attending public schools it is 12,678. The number of children attending the private schools is, according to the reports, fully double, amounting now to 25,747. The difference between the number of teachers required in all the schools six years ago and those now required, is 2,001; and the difference between those actually employed, is 972,— indicating less changes among the teachers in their charge of the schools. As is well known, the wages of teachers have declined since 1873, in the cities per annum, for males, $252.59; and for females, $25.11; and in the counties per month, for males $5.63, and for females $1.79. The whole expenditures for the public schools are now $72,727.05 more than at that time, while the receipts are $91,472.02 more. The aggregate value of the school property, including school-houses, sites, and apparatus, was then $4,602,536; this year, it is $4,709,404.56, a difference of only $106,-868.56, showing on the one hand a depreciation in the estimated value of school buildings and sites; and on the other, the practice of close economy in the erection and purchase of these accommodations for the schools.

XI. *Prominent Needs.*

This survey of the educational operations of the State will convince the most casual observer that our greatest needs do not lie in the direction of our most advanced institutions of learning, including even the high schools. What they most require is a faithful and constant support from the people,—a loyalty which will not permit any hostile movement against them to succeed, and which will patiently wait for them to accomplish the ends they are designed to reach. If thus protected and thus nourished, they have a grand future before them.

1. The State University will, in a short time, be able to make large accessions to its library, to its physical and chemical apparatus, to its various cabinets, and to its appliances for illustrating general history and the ancient classics. It will soon dismiss, in the main, its Sub-Freshman work. The different departments of college instruction it is now seeking to balance more evenly. It will push its investigations into the fresher fields of learning. Having secured the buildings which it needs for the convenience and effective management of its classes, it will now proceed to enlarge and strengthen still further its teaching force. The Departments of Agriculture and Mechanics should be more fully patronized by the young men seeking proficiency in these lines of work, and the instruction given therein should make a deeper impression upon the thought and life of our citizens. The question is settled that with the advancement of the facilities in the hands of the University, will come large additions to the number of its students.

2. The Normal Schools should be exempt from the necessity of doing so much work which is merely academic, and give their attention more completely to professional instruction and training. This can be effected only by the better preparation of the pupils who are admitted from other schools.

3. The original intention in the establishment of free high schools, should be realized at the earliest day possible. The fund distributed annually should, before long, be applied very largely to aid in developing the means for giving higher instruction in the towns. In the end, this will fully justify the measure, and satisfy the people of the State,— thus preventing any reaction against these schools.

4. The essential needs of the teachers' institutes just now are threefold: First, the employment of a few prominent teachers, who are specially qualified for giving instruction in them, and who can, with the regular conductors, devote at least three months each year to the work; second, a larger and more uniform attendance of the teachers upon them; and third, a still greater concentration of the work in any one year upon fewer points,— and those relating to elementary teaching.

5. The greatest necessity laid upon us is the prompt and effectual improvement of our common schools. The statistics which I have presented on their present condition, must deepen in your minds, as they certainly do in my own, the conviction that these schools have been somewhat neglected.

The first point before us is caring for the absentees and the truants from our public schools. Without doubt, the hard times have compelled many parents to keep their children, over fourteen years of age, out of the schools, and to engage them in work at home or in the shops; and thus we can account in part for the reduced attendance the past year upon our schools. The compulsory education law, passed last winter, should have its fullest effect upon the people. Superintendents, school boards, and teachers, should combine to see this measure enforced. We require, as an efficient auxiliary in this case as well as in others, the passage of a law for a State tax. The avails of this could be apportioned to the public schools on the basis of actual attendance of the children thereupon for a given time each year. This course is pursued in some other States, and with good results.

By increasing the wages of teachers, and by the exercise of greater care in granting the lowest grade of certificates to them, we should secure the employment of those with better qualifications, and induce them to remain longer in their calling. Our high schools, teachers' institutes, Normal Schools, State University, and Colleges supply abundantly the agencies for preparing for us teachers who have superior attainments. With the best teachers in our school rooms, we can remove many of the deficiencies in our educational system.

If our County Superintendents were required to be graduates of Normal Schools, Colleges, or Universities, or to pass an examination for a State certificate, it would be advantageous to the schools in some counties of the State. This plan which exists in Pennsylvania, is strongly supported this year by the superintendents of the State of New York. I know that it has advocates in Wisconsin.

The measures which have been inaugurated to apply to the management of the country district schools, some of the principles and methods embodied in the graded school system, should be carried forward as fast as possible to completion. This body has already recommended a scheme of studies and a plan for the classification of pupils in these schools, which are already attracting some attention. These are in operation in some of our counties at present. If faithfully enforced in the districts of the State, they promise a vast ultimate good.

The township system of school is urgently needed. We have tested long enough the optional plan of adopting it in the different towns. We must follow the example of other States and require its acceptance. This should be speedily effected, as we are losing each year many advantages which it would secure for us. It is demanded to perfect and retain permanently the free high school measure. It would assist in obtaining and employing better teachers, especially for the ungraded school,— by far the weakest point in our educational operations. It would enable the State to introduce more promptly any course of study it may desire for the country schools. The Legislature should be induced to enact at once some suitable scheme for placing this invaluable system into operation throughout the State.

HOW TO GET BETTER SCHOOL-HOUSES.

[Paper read before the Convention of Superintendents, at Madison, December 31, 1879, by J. B. PRADT, Assistant State Superintendent.]

In attempting to answer the question submitted to me — "By what means can the erection of better school-houses be secured?"— I may assume, of course, that some improvement will continue to go on, as the State improves generally. It is unfortunately the fact, however, that our schools do *not* feel the march of improvement as rapidly as we could wish. Our educational progress can by no means be deemed satisfactory, nor does it at all keep pace with progress in other things. Pass from the elegance and finish of a railroad train, from the precision and ingenuity of the work done in a modern saw mill or sash factory, into a half dozen different rotting-log or tumble-down frame school-houses, and note the monotonous, lifeless work too often done there.

The explanation of the difference is found in the fact, that most other forms of human activity are systematized, are under proper supervision. They are also conducted by skilled workmen, with an intelligent purpose to secure the best results.

In the matter of the erection of school-houses, too much is left, as in other features of our school system, to *local* enterprise and intelligence; too much, I mean, if it is the function and duty of the State to provide for an *efficient* system of public instruction. And I might therefore answer the question before me in a general way, and say that the first and chief thing to be done, to secure better school-houses, as well as schools, is to remodel our system; to give it more unity and strength. So long as certain features of our system, in organization and oversight continue; so long as we have so feeble an amount of external or central authority or influence brought to bear, we shall continue to have feeble and unsatisfactory results. But I must attempt to show what can be done to secure better school-houses under existing circumstances.

Something doubtless can be done, by the resumption of the practice of publishing, in connection with the successive issues of the school code, or separately, plans for school houses, accompanied by plain and well considered instructions. Not merely the necessary mechanical and architectural instructions, and diagrams, but information furnished by the best experts whose services can be obtained, as to all that concerns the uses and needs of the school-house. What we want, is not a treatise on school-house architecture suited to the ambition of those aspiring cities or villages which seek to erect fine and costly buildings, but a plain, sensible manual for those who wish to erect a comfortable school-house, not devoid of architectural

beauty, but really suited to practical wants; a manual of information that shall enable those who carefully follow it, to build according to the most advanced knowledge, as to the laws of school-hygiene,— all that relates to seating, lighting, warming and ventilating the house, and to all the other accessories that need to be considered.

There is no doubt that a proper exercise of intelligence, and a proper outlay of money, could secure such a compilation. The legislature that shall make effectual provision for something of this sort, will be doing a tangible good.

But this is not enough. There is no certainty that good models or wise counsels would be followed, simply because made accessible. Some one has said, that every man deems himself competent to edit a newspaper or teach a school; he might have added, to plan a school-house. There are certainly too many of these self-sufficient sort of folks. A school-house would generally be regarded as a simple sort of a thing to build. Your average board or committee, while they might look over plans and instructions with a patronizing air of condescension, would too often think themselves competent to improve them, and thus probably spoil them; or to imagine that anything novel to their experience and observation must be a foolish and costly vagary. It is precisely in those things where former experience and practice has been most at fault, that they would be most likely to vary from wise counsels. The most vital points about a school-house are those in regard to which persons of but ordinary intelligence would be the most poorly qualified to judge, because involving scientific knowledge which is not widely diffused.

Another class of persons, not so self-sufficient, would look upon such a plan for a school-house as the best results of modern science would place before them, as something very fine and very curious perhaps, but as something beyond their sphere. A modern plow having been presented to the people of an agricultural district in India, and its immense superiority shown to their own clumsy articles, made after a model three thousand years old, instead of making more like it, they placed it in their temple, as an object of worship. I fear that many a school board would take a course not much more practical, with plans for a model school-house.

I come therefore to a plan, which has no element of novelty about it, but which has been found useful in other directions. The State was fortunate in being the recipient, from the general government, of the foundation for a school-fund. The State is fortunate in the possession of such a fund, and fortunate that it is moderate in amount. For it has been said that the public school system of Connecticut was really repressed rather than quickened in its development, by having so large a fund; too large, so long as liberal aid was extended without a more compact organization, and a more vigorous oversight and control, such as that State now enjoys. There can be no doubt that in this State, the income of the school fund, small as it is compared with the whole yearly expenditure, has a wholesome stimulating effect, at least so far as regards the matter of the maintenance of a school for the minimum time required by law. And there can be no doubt that

a building fund, of moderate amount, would operate beneficially, if judiciously administered. Whether it is possible to create a fund, which should yield an income, or whether it would be better to have an annual appropriation from the State treasury, accompanied with a corresponding increase of the State tax, I will not here discuss. But the knowledge that aid could be secured, on proper conditions, coupled with the policy, now apparently become a permanent one, of loaning moderate sums from the trust-funds of the State for the same purpose, would doubtless have the effect to stimulate building, all over the State. Of the stimulating effect of aid, to supplement local expenditure for school purposes, we have another example, in the case of the annual appropriation for free high schools. But I spoke of aid for building purposes to be extended on proper conditions. It would be impolitic to make the conditions easy or loose. It would not accomplish the object proposed, namely, to secure the erection of *better* school-houses; better than those we now have; better than such as are likely to be built, under ordinary circumstances.

The income of the school fund is granted to a school district, on the condition first, that a school has been maintained not less than five months during the previous school year; secondly, that it shall have been taught by a qualified teacher. If a plan for extending aid to school districts in building, were set on foot, the aid should be conditioned upon proof that the building had been erected upon plans and principles approved by such competent authority as should be empowered to examine the proof; and a part of the proof should be actual examination of the building. A similar principle might with propriety be applied, as far as practicable, to the loaning of money by the State to school districts, for building. Such a principle ought to be applied, for it is unbecoming for the State to take no precautions lest she become *particeps criminis* in the erection of buildings for the use of her children, that offend not only against all the canons of good taste, but all the laws of school hygiene.

In the general movement now observable towards sanitary reform, and in what is happily termed preventive medicine, it is not surprising that attention has been drawn anew to the hygiene of the school-house. In Minnesota, in Rhode Island and in New York, as well as in our own State, reports have been mode covering the subject. The "*Plumber and Sanitary Engineer*," published in New York, now in its third volume, is furnishing valuable articles on the subject, and announces a "$500 competition for a model public school-house," the award to be made by a committee distinguished for its professional knowledge and experience. The model building for which premiums are offered, is to be of a size to accommodate eight hundred children; but such valuable principles or appliances as may be embodied in the "ten best designs" submitted, must be more or less valuable for smaller buildings, and I would therefore give emphasis to the sanitary as well as pecuniary argument.

A competent committee who should carefully examine this whole subject and report upon it, would be doing the State, and the children of the State, a good service.

SELECTED.

A MORNING AT QUINCY.

SECOND LETTER.

I was obliged to cut off my letter of last week with the ringing of the recess bell at the Codington school house, as the detail of the first hour and a half, only, in the morning exercises, already stretched, I feared, beyond the limits of your indulgence in space. In the little talk of musical matters with the principal, I had to note the departure, in Quincy, from the rigorous methods by which music is taught in some other schools, where a fault in naming, say a sixteenth note instead of an eighth, is visited with as severe moral reprobation as though a part of the Decalogue had been broken. Remembering the unhappy children in some of our Philadelphia schools who are drilled in lines and spaces and rests as though their future salvation and entire intellectual prospects depended on these, I could not but give thanks for the Quincy method, that gets out the singing and the threads of voices without destroying the cocoons. No child is "kept in" at Quincy for short comings in its ledger lines, and thus the singing falls into its true place as a recreation and muscular exercise.

[NOTE.— In the New York schools that I have visited, much time is given to the drawing of notes on the blackboard and recitation of their relative values; an exceedingly careful mathematical drill, and the cultivation of musical expression, filling a prominent place. But the attached penalty for failure in these makes the music lesson of exaggerated importance. Considering the short time many of these children have to spend in the primaries *as the whole of their school opportunity*, it is barbarous to punish an error in notation with the same severity that attaches to a moral fault. Quincy has learned the science of value and of *relative proportions in the importance of studies.* Evidently the first object at Quincy is to teach a child to notice, to think, and to express itself in its own way. Its observations and its questions are of more value to it and to all the rest of the class than the mere cataloguing of facts in a text-book can ever be. So, as the facts come along, by its own reading, by observation, by the teacher's voice, they are met by wide-awake and active young minds, eagerly receptive. Some of the New York schools again, by the per-

fect drill and snap of their method, have the class alert and very ready; but it is apprehension, memory exercise, entirely and exclusively. The deadening results of this parrot drill show themselves in the upper schools, where the springs of all this mechanical training have had time to wear somewhat thin, and where the results, so far as I have seen them, are not minds, but rather uninteresting machines.]

But this is a longer parenthesis than the recess grants, and long before this the Quincy school children should have been filing up the stairs again at the sound of the bell, and guided by the music of the pianos in the several school floors. The larger rooms are divided, not by window partitions, but by solid blackboards or sashes. Approaching these, and still to the taps of the piano keys, the three monitors stood with their hooked sticks ready to draw them down, each motion guided by the notes, and all coming down to these signals smoothly, noiselessly, and in good order.

A CRITICAL READING LESSON.

The reading lesson, a history and a language lesson, had been underlined for me, and the young readers were soon in vigorous "attack" on the chapter on Holland in Sheldon's Fourth Reader, taken, I believe, from Mrs. Dodge's delightful "Hans Brinker." It might have been the newspaper, which comes to us as a "reader" quite often in Quincy, but it happened to be Holland this time.

This is known as the lowest "grammar" division, the children who had come up at the beginning of the September term from the upper primary. These primaries, by the way, have two more divisions than ours, there being no secondary or intermediate schools. At the close of the first paragraph the teacher, quickly to a boy in the background—"What country is he reading about; what did he say?" "He said it was one of the queerest countries, because the ocean is pressing up against the land all the time to get in, and it can't." "What keeps it out?" Boys in chorus, "The dykes."

A grand discussion on the nature of dykes and embankments followed; what they were built of; what kind of trees were planted there to bind the earth together. Some of the young Yankees stood out stoutly for pine, others were in favor of oak and cherry trees. "No; I'll leave you that to find out by to-morrow"—and if I am not mistaken, there will be considerable interviewing of parents and neighboring farmers on that point. "How shall we get to Holland

from here?" "Cross the Atlantic Ocean." "Go draw Holland on the map and show me how you would get there."

Three boys go to the blackboard, with their chalks, and proceed to draw by square a fair outline map of Europe, very rapidly, rubbing out the quadrilaterals and triangles, as they sketch on the true outline. In the meantime the reading proceeds. "The canals are high but not dry. The croaking frogs among the canal reeds are nearer to the stars than the storks on the chimney tops." Every child there sees the frogs, and the uplifted marshes of the canals, and the low-lying farm houses below the water level. Teacher, suddenly, to the map architects —"Which is Holland?"

NO SNUBBING.

One of the Hollands was a little out in drawing, which was promptly pointed out by the class. And just here I made a mental note. In all the reading exercises which it has been my fortune to witness in our Philadelphia public schools, the class, if a lively class, has been all ready to pounce on the slightest default in inflection, or pronunciation of the closely-watched reader — so intent on manner indeed, that it was scarcely to be believed that the meaning of what was read could be getting any attention. I have heard a paragraph that had very little in it to begin with, read down a line of six or eight children, only for a certain shade of inflection. At Quincy, class criticism, something apart from the teacher's, was directed to substance rather than form, to ideas rather than inflections. The inflections and intonations came along, but only along; the point was the *meaning* of what was read, the opinion, the lively remarks of the class, and there was no dreary reading and re-reading of a paragraph by an entire row until the exact nicety of expression was struck. They got at what it meant, first, and the expression followed as a matter of course. In evidence — one child, I noticed, said *instid* for instead. There was no smirking of the class, no lifting of hands to call attention conspicuously to the fault. The teacher quietly wrote in*stead* on the board. "How do you pronounce this word?" Class in chorus, including the delinquent, "instead!" It was a polite way of correction, instead of hypercritical snapping up of each other's slips, that makes over-righteous little critics, I fear, of some of our school children, and it was another witness to the way in which, as Miss Morse had said, "the *class* brings the duller ones along with it." As the reading proceeds — "Put in another word for 'localities.'"

Child reads the sentence again and says "places" as he goes on without stopping, to the end. The teacher makes this synonym exercise an exercise, I notice, at all the hard words, and the substitute is made as the reader goes on, showing that the entire paragraph is understood.

Something following about the water in Holland being older than Adam, and yet the Dutchmen cannot drink it—"Why is this? Who's Adam? Why cannot they drink the canal water?" "Because it is salt and dirty." "Can you think of any other situation in which people would have nothing to drink? Here it says, 'Water; water everywhere, and not a drop to drink.'" "*Caspian* Sea," calls out a boy, going far inland for comparison. "They have to carry all the water on shipboard, and they might use it all up before they ever got to land," explains another. "A shipwreck." Pointing back to the line above quoted, "What do those marks mean?" "A quotation—somebody else wrote it." "Anybody know who wrote it?" Nobody did. "Find out at the library." Again reverting to the main subject, "Our ships at Quincy don't come up to Mr. Wilson's store. How is it that these boats do in Holland come to the store doors to unload?" "Canals; the streets are canals." "Any other place in Europe where the streets are water?" Boy locates Venice on map, and makes a dot for it. His neighbor makes his dot for it at Sicily. "How many," pointing to this last, "think this is right?" Nobody rises! "How many don't know?" Three or four rise, not in the least ashamed to be ignorant, but evidently "wanting to know."

The majority of the class, however, rose to the opinion that the first draughtsman had put *his* Venice in the right place, and the second one, thus corrected, but not snubbed, made his repairs accordingly. "What should we see people walking on in Holland?" "Stilts." "No, that's in Sweden," says a class critic. "Wooden shoes!" "Any other place in Europe where the people wear wooden shoes?" "Constantinople," "Russia," "*French* peasants." "Any part of our country?" "There are boots," said slowly a junior Emerson, "in Mr. ——'s store window with wooden soles about an inch and a half thick!" Finally it was brought out that in Canada you could still see and hear wooden shoes among the French farmers around Quebec.

HISTORY BY CONSTRUCTION.

It was not easy to leave this class for the history lesson, but time was flying, and in Miss Dearborn's room, already, Columbus was mak-

ing his voyage across the Atlantic. The little girl at the blackboard dropped her voice as the visitor entered, but was promptly reminded by the teacher's "I can't hear a word you say," to take up the narrative in a clear voice. In this room another earth map of North America lay on the blue board, but America was discovered (this being an older class) by the blackboard above. Columbus sailed out into space, and the islands were put in "as he sailed," or rather when he came up to them, the track of each voyage being drawn across the Atlantic. This was after England and Spain had been put in for the Genoese voyager, and after Queen Isabella had sold her jewels, to the approval of the class. "A priest thought considerable of Columbus, and he got a part of the money for him and the Queen gave the other part." Palos is located, and the date of the first voyage written there. "Then he sees the Canary Islands." "*I* don't see them," said the teacher, so they are dotted into place. "What was Columbus doing when he stopped there?" "Repairing his ships." "What date do we want all along here?"

So the sailor took her to San Salvador, and writes October; takes her from there, goes on to Hayti—"Did *he* call it Hayti?" "No; Hispaniola;" and brings him back to Spain by a chalk sail. "What year?" "Early in 1493." Here the superintendent, Mr. Parker, comes in and looks on, but says nothing. Columbus gets his reception in Spain, Indians and all, and is taken out again to San Domingo, while the class discovers Jamaica, and the chalk voyager marks it in place and dates it. "Stays about here till 1496." On his third voyage the Cape Verde Islands are discovered in the track of the chalk pencil. "Why Verde?" What *verd* have we in our names?" "Vermont."

By this time a party of earth workers were putting in the islands on the earth map, following the instructions from the little leader at the board.

Not all history can be taught in this way, but that of the United States especially gives a good field for it. Even in political history of the Old World, what life and action may be given to the details, for instance, of eventful wars that have changed political boundaries; what interest to the character and civilization of any people, to follow out, by the earth maps and by blackboard lines, the marches of contending armies or the local peculiarities of a nation, that come of its frontiers, its access to neighbors and spirit towards neighboring States, and its commercial opportunities! The earth and chalk em-

pires can grow and spread, and shrink and fall, by means of these pictures, under the fingers of the little workers; and even old Cadmus, "bringing letters into Greece," will not seem so much connected with the postal service as he now does, when the children can follow his voyage and fix the rich country he came from.

Going into the next room for the language lesson, I found an arithmetic class, one of the primaries, just finishing its work, being delayed a few minutes by some questions that the superintendent, Mr. Parker, had been asking. I could not judge of this exercise, therefore; but it was evidently not so mechanical as the New York schools, nor had it such lightning calculators. The points were brought out that you couldn't divide minutes by apples, even if you should succeed in eating fifty-two apples in a day, and the lesson was kept well down to numbers simple. So far as I could see, the reason was at work quite as much as the rule.

THE LANGUAGE LESSON

Is considered of great importance, as quickening observation out of school and expression in class. These were quite young children, in the fifth primary. The talk was about the cow. A child starts up: "*I* would call the cow an animal." Another—"*We* would call the cow an animal." "The cow is an animal." "*Every* cow is an animal." "Did you know the cow was called an animal?" "The cow is a tame animal." "The cow is a domestic animal," and so on, each child making a new sentence, and all enjoying the rapid game of changing sentences. Teacher—"We will write the name of the cow. Is this right?" putting a small "t" a small "c" and an interrogation mark. "No, we are not asking a question; we are telling something; we don't want that mark." "What then?—this? (!)" "No; only a period."

Also directed, she writes a capital T and C. "What is a capital?" "A head letter." Now, we shall write down all that we can recollect about the cow. "What does recollect mean?" "To bring together again.". First we shall write the color. "What is the color of your cow?" to a small girl, who immediately responded that the color of her cow was pure white. Teacher writes white at edge of board, making *whi* with the *te* on the next line, but is reminded by the class that it cannot be divided, no more than *and* can. "What shall I do, then?" "Leave the space, if there isn't room for it all, and put it all in the line below." Then again the cow was tossed from bench

to bench. "The color of my cow is clear black." "My cow is pale red and white." "The cow I saw this morning was black and white." "That cow is black." "Is the color of your cow red?" "The cow I had was brown." "Is your cow tan, like mine?" "Why don't I call that horse a cow?"

This was the turn for a new series of observations. "You can tell it by the noise it makes." "A horse hasn't got any horns." "It hasn't any bag." "You can tell it by the hoofs." "The cow's hoofs are split." "Did you ever notice how funny the cow's hoofs look." "My cow has cloven feet — cloven means split." "The cow's hoofs have the same substance as our finger nails." "Cow's hoofs always cover their toes." "My cow's hoofs are not perfectly round." "All animals have split hoofs except the horse," was one contribution from a boy who hadn't got his summary quite clear. Instantly there was a chorus: "A dog! A dog has no hoofs;" "A cat;" "A rabbit hasn't any;" "A mouse;" "A pig!" "A pig *has* hoofs."

So the teacher got out the picture of a pig to satisfy the demand, holding up successively an ox and a turkey, a dog and so on to set the animal philosopher right in his summary and on his feet again. "You can tell that a cow isn't a horse by the horns, you say?" "Let us talk about the horns." "My cow's horns turn outward first, and then inward." "I think the Chinese finger nails look like horns." "It hurts to saw off a cow's horn — it will bleed." "What is the use of horns?" "To make combs out of." "Cows don't make combs out of their horns. What is the use of horns to the cow?" "Oh, to hook with." "When a dog goes at her she will bite." "She can't bite anything but grass. She *has* to hook dogs."

TALKS ON WHAT THE CHILD SEES.

The various points that were brought out were written on the board by the teacher, as the talk went on; but the main object, to get a varied expression of a familiar subject, in a class of quite young children, was shown in the rapid tossing of sentences from one to another, and no repetition nor stammering in the class. The horses and cows talked about were in view from the window of the schoolroom, to be sure; but the city child can be taught to get its observations from the car horses, the animals in the Zoo (which ought to be open free to public school children for their object lessons, at certain times), and from all the variety of our street scenes.

The three hours spent at the Quincy school were all too short, al-

though much of its method was shown in that time. They were long enough, as visits to other school-rooms have shown by contrast, to demonstrate that the noon bell found children, visitors and teachers all fresh, instead of drained and dull by text-book and dull routine. The teacher is the only text-book, and I was anxious to learn the effect of the new system on these young girls and mature women. "Does it exhaust you to be giving out so much to your classes, instead of hearing recitations?" "On the contrary," they severally replied, "it is not half so wearing as keeping up the attention to the printed book and going over the recitation by rote. The children are fresh all the time, and that keeps us so." "Do you have any difficulty in keeping up discipline by this system?" "Not nearly so much as by the old. The children are busy and interested. They have their chances to talk out what they are thinking about, and they are thinking about the lesson. There is room for their activity; and 'naughtiness' in school-rooms comes more from over-repression than from anything else. Here the child is *free;* it is not afraid to talk to me, and it is too busy to whisper to its neighbors. It is *much* easier for us to keep order than it used to be."—*Phil. Ledger.*

SPELLING REFORMS.

It requires no very close observation of the signs of the times, to be aware that reform of English orthography is rapidly coming to the front, as one of the most important of the minor questions of the day. It is perfectly correct to assert that only a few years ago, the subject scarcely excited any particular interest outside of a very limited circle of scholars. Suggestions of change, of whatever nature, were rarely even referred to, save as illustrations of the harmless lunacy of crack-brained theorists. If they were spoken of seriously, it was nearly always for the purpose of protesting against the audacity and impiety of that fanaticism which, for the sake of an ideal perfection in unimportant details, would be willing to unsettle the very foundations of the language, and impair, if not entirely destroy, a sacred legacy from the past, bound up forever, whether for good or evil, with the literature of the race.

All this is now altered. Within the past five years, the discussion of the question has assumed an entirely different character. The demand for reform is no longer confined to a few scholars without influence, and usually without even so much as notoriety. On the con-

trary, it has extended in some cases to whole classes. Philological societies appoint committees to examine and report what is best to be done. School boards petition government to establish a commission to investigate the whole subject. Nor is participation in the controversy that has sprnng up limited to those alone who have a direct interest in the educational aspects of the question. Either on one side or the other, men of letters of every grade, and scolars in every department, are entering for a tilt in the orthographical tournament that is now going on. All this, to be sure, is strictly far more true of England than of this country; but to a certain extent it is true of this.

What has brought about this sudden change is not so easy to determine. Doubtless there has been for a long time a wide dissatisfaction with the existing state of things, although it has found little audible expression. To this dissatisfaction a powerful impulse has been given by the study of our speech in its earlier forms, a study which has made its most rapid progress during the few years just past. The principal objections which prejudice opposes to change have their force almost wholly destroyed, when the facts of language are brought directly home to the attention. Shrines upon which ignorance conferred sanctity, and to which stupidity bowed with unquestioning adoration, have been utterly and instanteously demolished by the remoreless inconoclasm of early English scholarship. Moreover, the character of the advocates of reform is something that of itself makes an impression. To the opinions expressed by them, their abilities and attainments may not be sufficient to command assent; but they are sufficient to impose respect. There is an uneasy consciousness in the minds of those most opposed that it is no longer quite safe to indulge in that contemptuous treatment of the subject which, a short time ago, was the only argument. A reform which numbers among its advocates every living linguistic scholar of any eminence whatever, which in addition includes every one who has made the scientific study of English a specialty, may be inexpedient, may be impracticable, may be even harmful; but it cannot well be demolished by brief editorials, nor superciliousiy thrust aside with an air of jaunty superiority. If the question is to be argued at all, it must now be argued on its merits. In such a discussion it will be found that the favorers of change, whether unreasonable in their expectations or not, know precisely what they are talking about; and this is a charge that can rarely be brought against their opponents. — *Scribner's Monthly.*

THE GERMAN COMMON SCHOOL.

The rapid progress which the children make in school hours justifies the government in shortening the school day. The primary schools open at seven in the morning. They are dismissed for the day half an hour after the American child begins his studies. The older the class, the more hours are required, until for the very oldest the number of hours in the school day is about equal to our own. But where the day shortens, the term lengthens. Two and a half hours of daily study will hurt no common child of seven years, which is the minimum age for admission, though he be kept at it the year round. Consequantly the primaries have but a few weeks' vacation, two, if we remember rightly, in the whole year, and that is not for their own sake, but for the sake of their teachers. The older the scholars, the longer the school days and the longer the vacation which reaches its utmost length with university students.

A German common school has about as high a grade as an American high school. The recitations showed mastery of the subject. The scholars were all under sixteen, but in addition to all that our common schools teach, knew the rudiments of two languages besides their mother tongue, English and French. They were proficient in algebra and geometry and the elements of chemistry. The latter science turned them into enthusiasts. One boy actually got on the top of his desk to see the experiment, and, what to an American was still more wonderful, was not scolded for it, but called to order with the rest of his classmates after the interesting phase of the experiment had passed.

A system which educates its pupils so highly, justifies itself by success. Its leading features seem to be these; care not to overtax the children; short school days; easy positions on the seats, and an atmosphere of freedom so that the mind works easily in harness; short vacations for young scholars, to avoid that mental backstitching by which half that is learned in a term is forgotten in a long vacation; an economical use of every moment of school hours, so that while the child is in school he is instructed and not left to himself; and teaching, wherever possible, not from books, but from the thing itself. To such an extent is this carried that, though every one else must pay his way, children in the company of a teacher enter free botanical gardens, museums of natural history, and scientific collections; the teachers making use of these to instruct their pupils by the eye.—*Good Company.*

READERS IN SCHOOL.—We observed, while listening to the reading exercises of a large class of little children, a week or two since, that as one was called upon to read, the rest were on the alert to catch him if possible in a mistake, and of course a dozen or more hands were instantly raised. To expect to get through a paragraph without a mistake was hopeless, and would have been for pupils of a higher grade. The slightest error of any kind was noticed.

Now, we do not say that this was not all right, and the best way to teach a class. It doubtless is, or it would not be adopted at the present time. We only say, is it the natural way to learn to read, or talk from a book, or tell a story second hand? Would each child tell the story in that way without the book?

When we listen to a story, if the very words of the original are not used, if as good or better are in their place we do not reprove the story teller but sometimes applaud.

We would only suggest that the children think more of the sense of what they read, and we so teach them, whether at home or at school.

Some months ago, while listening to the exercises of a literary society in a university, we were charmed by a recitation from a young man who had evidently taken many lessons in elocution. He entered entirely into the spirit of what he was telling, and yet it was only a simple little story. He had been taught to surround himself with the sentiment, and still it was not acting; it was reading without a book; in natural tones.—*Iowa County Democrat.*

WHAT SMOKING DOES FOR BOYS.—A certain doctor, struck with the large number of boys under fifteen years of age whom he observed smoking, was led to inquire into the effect the habit had upon their general health, says the *British Medical Journal.* He took for this purpose thirty-eight boys, aged from nine to fifteen years, and carefully examined them, and in twenty-seven of them he discovered injurious traces of the habit. In twenty-two there were various disorders of the circulation and digestion, palpitation of the heart and more or less marked taste for strong drink. In twelve there was frequent bleeding of the nose; ten had disturbed sleep, and twelve had slight ulceration of the mucous membrane of the mouth, which disappeared on ceasing from the use of tobacco for some days. Medical treatment was of little use till smoking was discontinued, when health and strength were soon restored.

RULES.—The following is said to be a literal copy of rules posted in a school-house in the interior of Missouri: "Each pupel is required to make a bow on entering the School-House of a morning also leaving of Evening the School Room. there shal be no profane language used in School or on the play groand nor there shal be no pin stickin pinchin, scraching, nor taggin nor no fiting, nor no unesery whispering in scool. No Pupill shal leave the school House without the permission of the Teacher. No unesery moving from seat to seat. No fiting on the road from or to school, nor no nick-naming. Every pupil over eight years is subject to those rules and the teacher is to make the allowance for all Pupils under eight years and enforce the rules according. if any scholar breaks these rules tha shall be punished by switchen."

THERE are two or three ways of destroying our public school system. The first is employing incompetent teachers, whose sole recommendation is that they will teach cheaply. Second, by the parents having such confidence in the teachers and school board, that they will never visit the school for themselves. The third is for parents to take the word of their children, and on the strength of their reports to find fault with the school. If we would have good schools we must have good, competent teachers, and there is no person, who is really qualified to teach a *good* school but what know themselves to be able to earn more than the mere pittance some would dole out to them for teaching in almost any other calling. Then patrons of the school must show a lively interest in the same and encourage the teachers and pupils to earnest work thereby.

HISTORY should be studied for the principles of life as well as for statistics. We should strive to know less of dates, and more of popular traits; less of the successions, and more of the characteristics. Our study of history ought not to be merely a study of facts, nor imaginative study of the period, but we need to carry into it a spirit of candor, such a judicial spirit that we shall know both sides, and can cherish a spirit of forgiveness, kindness, and sympathy, instead of turning history into an inheritance of hatred, an example of one-sided treatment.

GIVE undevided attention to the class, and insist on *its* undevided attention. Do not allow any interruptions. Do not leave a pupil reciting and go off to another part of the room to attend to some other pupil. Your business is *the* class.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

RIGHTS AND DUTIES OF DISTRICTS.

Q. For three years, the county school money was not paid over to the districts of this town; afterwards, new districts were formed. Now the money that was back has been paid over to the old districts. Are not the new districts entitled to a share ?

A. They are so entitled, in equity, if the supervisors, in determining the share of the value of school property due them, did not take the money due the old district into consideration. Whether a share of this back money could now be collected by suit, is perhaps doubtful.

Q. Can a district require the board to hire a teacher holding a second grade certificate ?

A. The district has no such power. An expression of opinion to that effect would not be improper, and on general grounds it is the duty of the board to employ a teacher suited to the grade of school, if it is in their power.

Q. Where a school house site stands unenclosed, is the district obliged to help maintain a fence between the site and adjoining premises that may be enclosed?

A. The language of the statute, as interpreted by the Supreme Court (19 Wis. 49), indicates otherwise.

TEXT BOOKS.

Q. When a board has adopted only a part of a series of readers, does that preclude the use of other readers for more advanced pupils?

A. The adoption can be considered as applying only to the ground it covers. If an elementary algebra has been adopted, that one must be used. But when a class come to need a higher book, they may determine the matter between themselves and the teacher, if the board takes no action. So in regard to a higher reader, if one is needed. But it would be proper to call on the board to act, if they will.

Q. A list of books having been adopted, can the board afterwards strike off some of the books?

A. There can be no change made legally, for three years. The list must stand as it is, except that, if the adoption is not completed at once, additions may be made.

Q. Who is to be the judge in which book of a series of readers a pupil shall read — the pupil, teacher, board, or parent?

A. The teacher is to teach the school, and should be competent to determine the classification of the pupils. The ambition of neither pupil nor parent is a very good guide. In case of serious difference of opinion between teacher and parent, it may be well to ask the board to arbitrate, if they can intelligently judge of the pupil's standing, and will undertake to do so.

CERTIFICATES.

Q. Is a certificate to be dated strictly at the time it is filled out?

A. There is no reason why it may not be dated from the time of the examination, if necessary to cover time taught. Otherwise, its date may as well be from the time it is filled out.

Q. May a certificate, dated at the time of examination, be made to take effect a month previous?

A. There is no warrant for this. If it may be made to take effect for one month back of examination, it may for six.

Q. Is near-sightedness a sufficient reason for refusing to grant a certificate?

A. This would depend on the degree of the infirmity. A near-sighted person may very likely obviate the defect by using glasses, and may be an excellent teacher. It is a question of discretion for the superintendent, to be determined according to the facts.

Q. If by mistake a certificate is given for one year which was intended to be given for six months, is it good for a year?

A. It is good on the face of it; but the superintendent is empowered to correct his mistake, by requiring a re-examination, if he deems it necessary.

THE COMPULSORY LAW — COMPULSORY MEASURES.

Q. Whose business is it to see that the compulsory law is enforced, and what is the penalty for not doing so?

A. It is the duty of the director to prosecute, under the law, and he is finable to the amount of $20, for neglecting to prosecute on proper written notice. Sec. 5.

Q. If children attend a private school, where only religious instruction is given, does that exempt parents from the operation of the compulsory law?

A. The compulsory law is directed solely to securing a minimum

of secular instruction for each child. The fact that the child is religiously instructed does not make up for entire neglect of secular instruction.

Q. Does it answer the purpose if a child attends a private school, and receives secular instruction, but not in the English language?

A. It must be held that it does. The law does not aim to compel instruction in one language only, although the public schools must be taught in English. See Oct. No., p. 442.

Q. Can parents be compelled to procure new books adopted, on pain of expulsion of their children from school?

A. The law does not provide any such coercive measures. The board may make rules for the guidance of the teacher, but it would be going too far to turn children out of school for the neglect of parents. Benevolence and ingenuity would be able to do something for them.

Q. Should children be excluded from school for whispering?

A. Not except in aggravated cases of willful persistence in it by large pupils. Let the evil be counteracted by awakening interest and industry in the scholars, and so reduce it to a reasonable minimum. In regard to little children, there is sometimes a wise blindness allowable. Don't make too much fuss about the existence of whispering.

MISCELLANEOUS.

Q. May orders be drawn by the clerk, when there is no money in the treasury?

A. The law makes it the duty of the clerk to "draw orders on the treasurer for money in his hands," and the order is to designate the object for which and the fund upon which it is drawn. (Sec. 446.) As section 1675 of the revised statutes forbids that such orders shall be negotiable, there is no reason for drawing any orders, when it is known that there is no money on hand for their payment.

Q. Our treasurer was first elected in 1860, and gave bonds, and has continued in office ever since. He says the old bond is still good. Is he correct?

A. The bond ceased to be valid, when his first term expired, except for liabilities not yet discharged. You have in fact had no legal treasurer, for sixteen years, though the person acting has no doubt been faithful to his trust, bond or no bond. Let him be re-appointed, and give a bond.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

CONGRESS CONVENED December 1, as required by the Constitution, but has adjourned over the Holidays without having accomplished anything. Measures have been introduced, however, looking to the suppression of polygamy in Utah, and the removal of the Utes from Colorado.

—The recommendation of President Hayes that the "greenbacks" be deprived of their legal tender quality, and redeemed at an early day, meets with approval in many quarters, and disapproval in others; but Congress seems reluctant to face the matter, each party desiring to commit or entrap the other without committing itself. Meanwhile, the new silver coin goes on accumulating in the U. S. treasury, no means having availed to get much of it in circulation.

—The Ute matter, at the present writing, is still in suspense. The Commission secured evidence inculpating twelve of the White River Utes, including Chief Douglas, as responsible for the Agency massacre. Gen. Hatch remained at Los Pinos awaiting their surrender till Dec. 29th. Only a part of the twelve having been brought in up to that time, he refused to receive them, and left for a point between Los Pinos and the railroad, there to wait another day. Ouray seems unable to bring about the surrender, the war party of the tribe being very strong.

—The Nicaragua Ship Canal project is receiving considerable attention from the public on account of the movements of M. de Lesseps and the other advocates of the Panama route.

—A negro exodus from North Carolina into Indiana, is attracting the attention of the politicians in the U. S. Senate, and elsewhere. The blacks claim to be in quest of employment, being literally starved out of their old home.

—Geo. W. McCrary, of Iowa, succeeds Judge Dillon in the U. S. Supreme Court, and Alexander Ramsey, of Minnesota, is the new Secretary of War.

THE MONTH ABROAD.

THE ENGLISH in Afghanistan are again in serious trouble. With the setting in of winter, the mountain tribes have risen in revolt, and closed in upon the invaders. Gen Roberts has been compelled to evacuate the city of Cabul and retire to a fortified position near by, where he is closely beleaguered.

—The work of reinforcing him at this time of year, with the mountain passes full of snow, is one of great difficulty and danger; and the English public is naturally much disturbed by the situation.

—The Irish land troubles still continue Several of the leading agitators have been indicted by the British government for "sedition." Parnell and others are on their way to the United States to ask sympathy and assistance. The troubles are greatly aggravated by the serious failure of crops, and the subsequent impending famine.

— France has another "ministerial crisis" on hand. All the members of the Cabinet have resigned, and a new one will soon be formed.

— The South American war continues, with success still on the side of the Chilians. One result of the war has been the final settlement of the dispute between Chili and the Argentine Republic in regard to Patagonia.

— The crest of the Andes is henceforth to be the boundary between the two countries, from their northern limit to the Straits of Magellan.

THE ENGLISH LAND QUESTION.

— Two-thirds of all England and Wales is owned by about 10,000 proprietors. Two-thirds of all the arable land in Ireland is owned by less than 800 proprietors, or landlords. It follows that few agriculturists in those countries own the soil they till. The great majority of them are "tenants at will," holding their leases from year to year at the pleasure of their landlords and paying a cash rental. Poor crops and the sharpness of American competition have brought them into severe straits, producing much anxious discussion of the situation and of the relations between landlords and tenants. It thus happens that the whole system of land tenures and inheritance in Great Britain is brought under criticism.

— Allodial tenure, or the absolute ownership of land, so familiar to us, does not exist in England; or, rather, it is considered as vesting only in the crown. All lands are now held by inheritance, of which the two principal forms are known as *fee-simple* and *fee-tail*. Under the former, the owner has practically unlimited control of his lands, may sell, devise, or otherwise alienate them at will; and the order of inheritance is the same as with allodial tenure. The prevalent system in Great Britain, however, is that of fee-tail, or settlement, in combination with primogeniture as the law of inheritance, — the purpose being the building of and perpetuation of great families.

— To illustrate, an owner — by fee-simple, let us say — of a large landed property, forms the desire to leave it intact to his descendants through all time. Were it to be divided among all his children, as by the French law of succession, a few generations would suffice to break it up into insignificantly small portions. Hence the law of primogeniture, by which the land goes in a body to the oldest son, and so on.

— But, even thus, the immediate heir may be careless of the family name, a spendthrift, or otherwise liable to alienate or divide the estate. To provide against this, the custom of entailing estates comes in, making the heir practically only a tenant for life. The estate is not willed to him in fee-simple, but for life and then to his heir, etc. The details of the process need not be elaborated here, since we are concerned only with its results. The land is thus handed down from generation to generation, unbroken and secured from all attacks of creditors, — yet by no means unincumbered, being burdendened with charges in the shape of bequests or portions payable (or the interest on them) to the younger members of the family, to widows of previous owners, etc.

— This system affects the farmers in several ways. Under it estates may grow larger but never smaller, and thus the land goes more and more out of the hands

of small owners into those of the aristocracy. And worse still, the various charges and liabilities with which the land becomes saddled, eat so largely into the rent-roll that the landlord is utterly unable either to reduce the rents in bad seasons or to make needful improvements on the land. He cannot sell a part of the land for money with which to disencumber and improve the rents, and so landlord and tenant stagger on together, both victims of the insane pride of family. Could the whole system of entail be abolished, leaving heirs free to dispose of their lands at will, it would result that much of the land would speedily pass into the hands of small proprietors. Many farmers would be elevated from the position of tenants into that of independent owners, with a more vital interest in the welfare of the land and a new motive to enterprising and intelligent tillage Many impoverished families of the aristocracy would sink to their proper level, and caste distinctions would become less and less formidable.

—The situation in Ireland differs from that in England in that the distress among the tenantry is far deeper, the landlords far fewer and to a great extent "absentees," living outside of the island and having no interest in it except to skin from it the last obtainable penny. Mr. Parnell, whose name figures so largely in the newspapers of late, is the leader of a movement aiming at a system of independent ownership of such lands by the farmers themselves. He would have the government buy out the absentee landlords and sell the land in small parcels to the present tenants, payment to be made by them in installments. It is to be feared, however, that he has but little prospect of success.

EDUCATIONAL MEETINGS.

STATE TEACHERS' ASSOCIATION.

Proceedings of the Semi-Annual Session Held at Madison, Dec. 29, 30, *and* 31, 1879.

MONDAY EVENING, Dec. 29.

The Association met in joint-session with the Academy of Science, Arts, and Letters. Dr. A. L. Chapin, of Beloit College, delivered an address on "The Nature and Methods of Science." The following resolution, submitted by Prof. W. S. Johnson, was adopted:

"*Whereas*, On the present evening the State Teachers' Associations of six adjoining states—Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin, are in session;

Therefore, be it resolved, That congratulatory dispatches be sent to each of the other associations, and that the following gentlemen be chosen to draft such dispatches: W. H. Beach, S. S. Rockwood, G. S. Albee, L. D. Harvey, and E. Barton Wood; and that the Treasurer be authorized to pay for such dispatches from any unappropriated moneys now in his hands. In accordance with this resolution the following messages were prepared and sent:

To Prof. O. Whitman, St. Paul, Minn.:

The Wisconsin Teachers' Association, assembled in semi-annual session, send a cordial greeting to the Minnesota teachers, now in session.

To W. J. Shoup, Independence, Iowa. — The Badger State Teachers, Greeting:

May the Hawkeyes be far-seeing in council, temperate in feasting, and prosperous in all things.

To E. A. Strong, President Michigan Teachers' Association, Lansing, Mich.:

The Badgers greet and emulate our brothers of Wolverine state. May our "Forward" never need to countermarch in search of our elder brethren.

To Prof. Alf. Harvey, Bloomington, Ill.:

The Badger State pedagogues, in holiday session assembled, send greeting to the pedagogical Suckers. May you safely swim down the streams of knowledge, till they debouch in the ocean of wisdom that floats the intellectual and moral argosies of the world.

To J. T. Merrill, President Indiana State Teachers' Association Indianapolis, Ind.

From the Schoolmasters of Badgerdom to their Hoosier brethern, greeting. Shake!

TUESDAY MORNING, Dec. 30.

The association was called to order at 9:30, in the Assembly Chamber, by President W. H. Beach, of Beloit. Prayer was offered by Rev. J. B. Pradt, of Madison.

The first paper presented was that of State Superintendent W. C. Whitford, upon "The Present Condition of the Schools of the State," giving a comprehensive survey of the educational field of labor from the University down to the common ungraded school.

Next followed a paper on "The Possible Reading Class," by Miss M. E. Hazard, of Beloit. President Bascom, of the State University, extended an invitation to the teachers to visit the Washburn Astronomical Observatory.

Supt. Dore, of the Committee on Compulsory Education, asked for further time for the further preparation of a report; leave was granted.

Prof. I. N. Stewart, of Berlin, submitted the report of the Committee on Relations of High Schools and Colleges, which, after considerable discussion, was, on motion, received and placed on file.

A letter from the President of the Women's Christian Temperance Association, concerning school text-books on temperance, was read by the Secretary.

Pres. Bascom moved that the Association invite the attention of the educational boards of the state to the Temperance Lesson Book, by Richardson, as fitted in intermediate schools to enforce the most important moral lessons by physiological facts. After some discussion, the letter and resolution were received and placed on file.

President Parker moved that the Committee on Exhibitory Department be discharged, and the whole matter placed in the hands of a new committee. Lost.

The following resolutions, moved by W. H. Chandler, were adopted:

Resolved, That the Association gratefully acknowledges the valuable services of the public press in promoting that better training of teachers and that general improvement of the public schools so observable in the history of this country during the past thirty years.

Resolved, That in the great improvements still to be accomplished, we believe

that the powerful agency of the press must be employed to a still greater degree, and we therefore urge superintendents and teachers to use their influence to induce editors to give more attention to educational subjects, and wherever it is possible, to secure the establishment of educational departments in the local and general newspapers.

Resolved, That our special acknowledgments are hereby made to those newspapers that have taken the lead in according to educational matters stated columns in charge of special editors, who make the operations and wants of the public schools a subject of continual investigation and report.

Adjourned.

TUESDAY EVENING, Dec. 30.

The Association met in joint session with the Academy of Science, Arts, and Letters. Rev. S. S. Peet, of Clinton, Wis., read a valuable paper on "The Emblematic Mounds of Wisconsin," which was followed by a very instructive and entertertaining lecture on "The Arts of Etching and Engraving," by Prof. Jas. MacAlister, of Milwaukee.

WEDNESDAY MORNING, Dec. 31.

Association called to order at 9:30.

Moved and carried that the sum of twelve dollars be appropriated from the funds of the Association to reimburse Prof. MacAlister for telegraph and express expenses in securing materials for his lecture last evening.

Telegrams in response to those previously sent were received as follows:

BLOOMINGTON, Ill., Dec. 30.

W. H. Beach, President Wisconsin State Teachers' Association:

Four hundred Suckers return the greeting of the Badgers. May they never have to swim, or take to their holes. A. HARVEY,
President.

INDEPENDENCE, Iowa, Dec. 30.

The Hawkeye State to the Badger, greeting: May your feasts be as delicious and councils as enthusiastic as ours, and may the ocean of your zeal and success break upon no *beach*. A. J. SHOUP,
President.

LANSING, Mich., Dec. 30.

The Michigan Association of Teachers accept the greeting of their Wisconsin brethren, and thanks. We bid you God speed in the glorious work of education. E. A. STRONG,
President.

ST. PAUL, Minn., Dec. 30.

Two hundred teachers of the Minnesota Educational Association, assembled in convention, respond most heartily to your greeting. O. WHITMAN,
President.

INDIANAPOLIS, Ind., Dec. 30.

Five hundred Hoosier schoolmasters to the Badger brethren "shake," by order of the Association. J. T. MERRILL,
President.

The following telegram was also received:

DENVER, Col., Dec. 30.

Colorado to Wisconsin, greeting. Though far away we are with you.
J. A. SEAWALL,
President.

To which the following response was sent:

Wisconsin Teachers' Association to President J. A. Seawall — Wisconsin to Colorado Teachers:

Greeting acknowledged and returned. May your work be as productive and enduring as your everlasting hills. W. H. BEACH.

Prof. J. Burnham, of La Crosse, read a carefully prepared paper on "The Limits of the Teacher's Authority." An extended discussion followed in regard to recent Supreme Court decisions on educational questions, and their effect upon the school interests of the state.

On motion, Prof. Burnham was requested to furnish a copy of his paper for publication in pamphlet form for distribution.

Pres. Parker followed with a paper on "Mathematics: Its Scope and Place."

Prof. Richardson, of the Committee on Kindergarten Teaching, presented a satisfactory report, which, on motion, was adopted as the sentiment of the Association.

Pres. Parker gave an account of his recent visit to the Kindergartens of St. Louis, speaking in high terms of their efficiency.

Prof. A. F. North, of Pewaukee, from the Committee on the Agitation on Popular Education, presented a report, which was adopted.

State Supt. Whitford, from the Committee on Course of Study for Ungraded Schools, presented a report, urging continued effort in the perfection of the course already sent out to the schools of the state.

Prof. R. W. Burton, of Janesville, from the Committee on Relations of Ungraded Schools to High Schools, presented a brief report, which was adopted.

Supt. Dore, from the Committee on Compulsory Education, presented a report, which was adopted.

Pres. Parker, from the Committee on Exhibitory Department, reported in favor of a new committee consisting of W. H. Chandler, Mrs. Sarah F. O. Little, J. Burnham, Mattie E. Hazard, and Agnes Hosford, to arrange and report a plan for further work in the direction of Educational Exhibits. Adopted.

WEDNESDAY MORNING, Dec. 31.

Prof. De La Matyr, offered the following resolutions, which were adopted:

Resolved, That this Association is under obligations to Dr. De Motte and the Misses Eddy and Ritscher, for this wonderful exhibition of the capabilities of mutes, and the great care, patience, and skill of their instructors.

Resolved, That these mutes have our heartfelt thanks for this interesting entertainment, and that they and their companions at Delavan receive our sympathy in their struggles to obtain an education.

Prof. North offered the following resolution, which was adopted:

Resolved, That this Teachers' Association recognize and highly appreciate the courtesy of the *Wisconsin State Journal*, *Madison Democrat* and the *Milwaukee Sentinel*, in giving daily and continuous reports of the doings of this body, during its present session.

Association adjourned, *sine die*.

FRED. W. ISHAM, *Secretary.* W. H. BEACH, *President.*

EDITORIAL.

IT IS OUR INTENTION to give, during this year, a space in the *Journal of Education* to the subject of primary education. This is done with the view of furnishing more articles which will be specially useful to the teachers in the elementary schools. We already have promises from some of the leading teachers in our primary schools, that they will contribute material for our new department. We invite articles, particularly from those teachers who have had experience in giving instruction to the children in the primary classes.

THE FOUR REGULAR CONDUCTORS of institutes, and the committee on institutes, appointed by the Normal Regents, held, the 1st inst., at Madison, a meeting for the consideration of the scheme of work for the next three years. It was decided to follow, in the main, the plan which is outlined in the course of studies for the ungraded schools, published last year in the syllabus for the institutes. This course, it will be remembered, presents three forms or sections of studies, which can be called respectively the Primary, Intermediate, and Grammar. For this year, the instruction given in the institutes, will be confined very largely to the Primary. This arrangement will enable the conductors to concentrate their work on fewer points. It will specially benefit that class of teachers most in need of the institute instruction, and by far the largest class, — those in charge of the children in the country schools who are studying the lowest branches. The outline of work for this year, it is expected, will soon be published and distributed among the teachers by those county superintendents who have institutes this spring. We most heartily commend this arrangement. Every effort will be made to render it efficient, and satisfactory to all the teachers who desire to attend the institutes, in both the spring and fall series. It will lead, we trust, the large body of our public school teachers to study carefully the problems and the methods of work belonging to the Primary Instruction. It is confessed on all hands, that this instruction in our ungraded schools is most in need of improvement.

IT IS DESIRABLE that county superintendents shall make arrangements to hold more institutes next spring than were held last spring. As only thirteen were then appointed, and as about sixty-five must be provided for each year, it became necessary to arrange for too large a number in the fall series. As a consequence, the Institute Committee were compelled to employ about forty assistant conductors. This method is expensive, besides taking work out of the hands of the regular conductors, which they could perform, if more institutes are held in the spring.

THREE EVENINGS, the last week in December, were given to addresses before the joint meeting of the Wisconsin Teachers' Association and the Academy of

Science, Arts, and Letters, held at Madison. Pres. Chapin, of Beloit College, presented a most admirable discussion on "The nature and methods of Science, with Thoughts on Teaching Science." Some of his sentences were filled with the richest thoughts, eloquently expressed. The address of James MacAlister, of Milwaukee, on "The Arts of Engraving and Etching, Illustrated by Examples of Work by the Great Masters," was brilliant and fascinating. He held his audience, after eight o'clock in the evening, for two hours, absorbed in his novel theme. Prof. De Motte, Superintendent of the Institution for the Deaf and Dumb at Delavan, gave a brief review of the education of that class of children. He was assisted by Pres. Chapin, the chairman of the Trustees of that Institution. A number of deaf and dumb pupils presented exercises in the sign language, by writing on blackboards, and in articulation and reading. They greatly interested the audience, and a new revelation of the methods of teaching and the possible culture of these unfortunate children, was furnished to many of our prominent teachers.

IN OUR OPINION, the Convention of the Superintendents has departed from the law which should control such a body. It originated under the idea of meeting for free consultation on the points of immediate and practical interest to the superintendents themselves. The State Superintendent spoke to the members of the Convention on matters pertaining to the details of their every-day work. Papers on educational subjects of general importance should be relegated to the State Teachers' Association. The superintendents should meet by themselves, not excluding any person who desires to be present, and discuss for an afternoon and evening, during the holidays, such topics as engage most their attention when examining teachers or visiting their schools. Shall we not have a change in this direction?

TWO ARTICLES appear in this number of the *Journal of Education*, written by the editors. Though somewhat long, they will repay, it is believed, a careful reading. That on "The Present Condition of the Schools of the State," embraces very many of the prominent points which will appear in the forthcoming Annual Report of the State Superintendent. The statements presented in the article have been prepared with considerable care. The paper on "How to get Better School-Houses," is the result of much reflection. The practical point suggested in reference to the publication of "plans for school-houses, accompanied by plain and well-considered instructions," must commend itself to all our readers. We hope that such a manual as is here suggested, can be issued this year by the State.

THE SPECIAL EXAMINATIONS for State Teachers' Certificates were held in the Senate Chamber at Madison, the first two days in this month. Eleven candidates were present. Eight of these took part in the annual examination last August. The following persons were awarded certificates: the unlimited, Phillip H. Perkins, of Madison; the limited, Ira C. Adams, of Viroqua; Amzi W.

Burton, of Madison; John Fred Hirsch, of Milwaukee; H. M. Rulifson, of Darien; Albert Edward Schaub, of Madison; and Winfield Scott Sweet, of Richland Center.

QUINCY ONCE MORE.

The pamphlet by Mr. Charles Francis Adams, Jr., to which we alluded in the October number, touching the goings on at Quincy, has evidently caused quite a stir in the educational as well as the general world. We give this month, the second Letter to the Philadelphia *Ledger*, by a visitor at Quincy. The writer, whoever he may be, has the faculty of seeing and describing things. The letter, though giving but glimpses, is most interesting.

The *New England Journal of Education* says that Mr. Adams' pamphlet "is stirring up a hail-storm of sharp rejoinders from beyond Berkshire hills. Every where leading school men and teachers, who have been working the new educational methods through the Middle and Western States, for the last twenty years, are asking with surprise the reason of the prodigious excitement in New England over a dozen good primary and grammar schools."

Some years ago, when teachers' institutes were beginning to excite a good deal of attention, a lively discussion arose as to who first invented the thing. There were numerous claimants. The claimants all had claims, no doubt. It must have happened, in many instances, long before the word "institute" was applied to the act or effort, that a number of teachers were assembled to be instructed by some older or more experienced teacher. There was no occasion for anybody to claim a patent right in the matter. So in this case. Not only during the past twenty years, but always, there have been teachers who have had the natural gifts and the common sense which would lead them to seek and to use natural methods in teaching; to teach things rather than words; to lead their pupils to do things themselves, rather than hear lectures or read directions how they ought to be done. But it is unfortunately true, that such teachers have always been few and far between. It seems to be so much easier to turn the crank of monotonous lesson hearing, than to become a living teacher, awakening and giving direction to the eager mind of youth, that we shall long continue to have that kind of teaching, or school keeping — except as people have interest and intelligence enough, as in Quincy, to find out that most of the teaching that is done is not only lifeless, but benumbing, and rise up and demand and find something better.

When this comes about, the demand will create a supply. Normal schools and training schools will rise on every hand, and nobody will be allowed to go into the school room who is not adapted to the work, and fitted to do it.

NEW PUBLICATIONS.

THE NORTH AMERICAN REVIEW, once a stately quarterly, some time ago yielded to the pressure of modern ideas, and became a monthly. In doing this

it has not altogether dropped its solidity, by any means. But it finds light artillery, at short range, and accurately served, more effective than the heavy artillery of old times. The January number gives a good idea of its varied range of topics, and shows that the magazine deals especially with the questions of the day. For instance: M. De Lesseps discusses "The Inter-Oceanic Canal;" Mr. Parkman replies to critics on a former article from him on "Woman Suffrage." The second part of Mr. Fronde's "Romanism and the Irish Race in the United States," appears; also, the second part of Mr. Mill's paper on "The Permanence of Political Forces;" Prof. Alex. Winchell writes somewhat metaphysically on the "Metaphysics of Science;" Mr. Stoddard reviews ably "Recent Poetry," while Mr. Henry James, Jr., who seems to be a prolific as well as acute writer, has a fine criticism on "Sainte-Beuve," the prince perhaps of modern critics, and is equal to the task. This article is worth twice the price of the *Review*. Teachers and others who are looking for a magazine to stimulate thought, and to put them in communion with leading questions, and leading writers, should take this. Terms, $5.00 a year. Address, *North American Review*, 551 Broadway, New York City.

SCRIBNERS' MAGAZINE.—To those of our readers who do not see this sterling magazine, we wish to give some idea of its excellence, and the rich variety of its contents. The two first numbers of the current volume just now before us—the November and December issues, are a sufficient illustration. A most interesting and appreciative paper on Bayard Taylor, by a brother poet, Stedman, with two portraits; a most valuable and readable article on the Strawberry; the Mississippi Jetties, with a portait of Capt. Eads,the constructor; The Agricultural Distress in Great Britain; Kansas Farming; The John Hopkins University; Poems by American Women; Nature and the Poets, by John Burrows, which good naturedly shows that the poets do not always describe things as they are; The New Capitol of New York; Coffee Culture in Brazil; together with many other articles, a good variety of tales and poems, and the able editorial miscellanies, under the several heads of Topics of the Times, Home and Society, Culture and Progress, the World's Work, and Brib-a-Brac, make up such a literary feast as must meet all tastes, and prove a source of both profit and pleasure in every family. We should not omit to recognize the exceeding beauty of the illustrations. Our American engravers are begining to lead the world. Teachers, besides invigorating and refreshing themselves, can make most excellent and varied use of such a magazine in their schools. Terms, $4.00 a year. Address, Scribner & Co., 743 Broadway, New York City.

HARPER'S PERIODICALS.—Advertisements on another page call attention to the well-known and excellent group of Harper's Periodicals, the MONTHLY, the WEEKLY, and the BAZAR. But a fourth has been added, the YOUNG PEOPLE. This new venture has sprung at once into great success, and the four cover the whole ground of popular periodical reading in a most admirable manner. The Magazine and Young People together, furnish a complete provision of the kind for a family; or if more variety and freshness, and a larger share of pictorial illustration are wanted, the Weekly may be added, or substituted for the Month-

ly, while the Bazar meets the wants of those who are desirous to have an insight into the doings and dicta of the polite and fashionable world. Another advantage attending the patronage of these periodicals is, that you get clubbing rates if you take more than one, of the first three. Teachers generally are familiar, we suppose, with the Monthly and the Weekly, but they should also direct their attention to the Young People. The use of periodicals in connection with school work, is constantly increasing, and with the best results.

NOTES.

POPULATION of Wisconsin by census taken in 1834, was 4,695.

PROF. F. B. LEE, of Peshtigo, reports the average enrollment, in November, of 143 pupils in the three departments of his graded school, and the percentage of attendance as nearly 89.

THE enrollment in the Normal School at Winona, Minn., the past term, was 133 in the normal department, and 135 in the model school,—total, 268. This is the largest attendance ever reached in the history of the school. Prof. Shepard, the principal, is doing excellent work.

REV. F. A. WILBUR, of Central College, O., has been engaged as the principal of Carroll College, Waukesha. He enters upon his new duties, the 5th of the present month. He brings the reputation as a man of high character, wide learning, large experience, and ability as a teacher.

A LADY from an adjoining State, who says that she is "a graduate" and can furnish "the best of references," applies for a position in one of our schools; and, in her letter of application, she spells salary, *salery;* writes myself, *my self;* and makes *are* agree with *supply*, in alluding to the number of teachers in this State.

A WOMAN of high social standing in Milwaukee, and graced with superior culture, writes: "I shall certainly want every one of my half dozen daughters to study the Froebel system, as an important preparation for life." She pertinently asks, in her note: "What State is better able than our own to add this pillar of strength and beauty to our Normal Schools?"

PROF. L. H. CLARK, the principal of the Horicon public school, writes: "Everything seems to be moving quietly and pleasantly to me, and I think satisfactorily to the patrons. We have registered sixty-six names in the high school department. Our percentage of attendance is 94, for the month ending Nov. 21. During the month, we have had only one case of tardiness.

THE City Superintendent of the public schools of Stevens Point, writes: "I am proud of our schools in this place, and think they will compare favorably with most others in the State."

A weekly paper of this State, speaking of the establishment of a Kindergarten in the village where it is published, defines Kindergarten as a French word, and as meaning in English "kind regards."

MR. LUCIUS HERITAGE, an instructor in Latin in the State University, and Mr. W. H. Williams, an instructor in Greek, are reported to have given excellent satisfaction in their work during the fall term.

EX-SUPT. BAKER. of River Falls, furnishes Wisconsin items for the *Educational News Gleaner*, published at Faribault, Minn. The January number contains an article from his pen, on "The Grading of Country Schools."

BELOIT COLLEGE has issued a catalogue for 1879-80. The faculty number ten; and the students in all the classes, 142. There are 16 Seniors, 12 Juniors, 15 Sophomores, and 21 Freshmen; the balance, 94, are in the Preparatory School. A fine wood cut of the buildings and grounds appears in the catalogue.

JAMES MACALISTER, of Milwaukee, has issued a circular, announcing that he is open to make engagements to lecture, at such times and places as may be agreed upon, on Venice, the Renaisance in Italy, the Arts of Engraving and Etching, Etching and Etchers, and the Universe of Dante. Each of these sub-

jects, except the last, is treated in a course of five or twelve lectures.

DR. HENRY BARNARD presided at the meeting of the American Froebel Union, held at Boston, Mass., the last week in December. He will publish in his *American Journal of Education* all the valuable papers presented at this meeting. These papers relate chiefly to the history and the present condition of the Kindergarten movement, abroad and in this country.

THE Watertown *Republican* says:

The evening school, connected with the public school, began Monday evening, at Union School Number Two, for a term of three months. The school is held Monday, Tuesday, Thursday, and Friday evenings. J. M. Turner and W. D. Parker are the teachers. No scholars under fourteen years of age are taken. The school opened with a scholarship of fifty.

THE editors of the *New Education* say in their last number:

In conformity with the requests of many of our readers, and with the ever growing desire on the part of teachers to adopt Froebel's principles and methods in their work, we shall publish in next year's issue a series of articles giving practical directions concerning the use of Froebel's gifts and occupations in school work. We hope thereby to convince many earnest teachers that Froebel leads the van of progress in the educational work of the school as well as in that of the home and of the Kindergarten.

GEO. H. READ, ESQ., the superintendent of the Oshkosh public schools, says in his report for this year:

My object is to impress the city authorities with the conviction that our schools need constant and systematic supervision — that without it their usefulness will be so impaired that no benefits adequate to the cost of supporting them, will be realized. It is no matter how much money the Board of Education may see fit to expend, or how complete and convenient the school buildings may be, if the teachers are incapable, if the methods of teaching are imperfect, or are ignorantly or negligently executed, as they will infallibly be, without proper superintendence; it is for the most part a waste of time, and money lost, and the children of the city are defrauded of the better part of the educational advantages intended to be secured to them.

F. B. LEE, the principal of the public school at Peshtigo, Marinette County, thus talks earnestly to the parents of the children who attend his school:

Irregular attendance and a lack of interest on the part of many parents seem to be chronic. Do you want a good school? Then begin from *to-day* and take an increased interest in it, giving your willing assistance to your teachers. Have children already in school come *punctually* and *regularly*, and assist and encourage them as only a parent can. Encourage your older sons and daughters to come, and not let their earlier years go by unimproved. If they are backward in their studies, show them that they should not be ashamed to come to school. Let us have a revival in this matter; and, in time, instead of looking down on your schools, you will be proud to look up to them.

MICHIGAN, a few years ago, abolished the county superintendency, and established a system of township superintendency in its place. Those acquainted with the subject predicted a failure at the time, but they were outnumbered by the class with whom ignorance and conceit supply the place of knowledge. The experiment was tried, and now everybody is dissatisfied with it. The township superintendents receive little compensation, and, of course, are generally incompetent. The schools are visited without profit, and the examination of teachers has become a farce. The old county teachers' institute that did so much to improve teachers and to mould public opinion, is a thing of the past. The friends of the public schools say: "Our system is completely demoralized. There must be reform, or it will die."

THE matter for wonder is — says the *Telegraph*, of Philadelphia — that teachers who are at all qualified should be obtained for such rates of pay, and it is certain that the service of the schools holds out the smallest possible inducements for intelligent and capable men and women to remain in it a moment longer than the direst necessity compels.

PROF. B. M. REYNOLDS of Northfield, Minnesota, has been appointed chairman of the board of visitors for the Mankato Normal School.

THE twentieth annual report of the trustees of the Wisconsin Industrial School for Boys, at Waukesha, has been filed in the executive office. The trustees report that the number of boys in the school upon the first of October, 1878, was 419; the number committed during the year was 117, and the number returned on ticket of-leave, 8, making the number of boys during the year ending Sept. 30, 1879, 544. The number of boys returned to parents or guardians, on ticket-of-leave, during the year, was 92; number out to places on ticket-of-leave, 10; number illegally committed, 2; number of deaths, 4; number of escapes, 2; number received at the age of 21 years, 3 — leaving number on record October 1, 1879, at 431. The largest number at any one time was 435; the smallest, 411; the average number for the year, 425.

THE *New Education*, published in Milwaukee, has in its December number the following:

"Old Massachusetts" is coming nobly to the rescue. Her "Quincy Method" is the first thoroughly successful onslaught of the new education upon the old in our public schools. We can see untold blessings following in the wake of the Quincy victory. Yet we would cry out to the friends of educational progress there: *Cave canem!* The contemptible curs in the service of pedantry and routine are forever lurking around, eager to turn the achievements of progress to naught. They have done it in object-teaching; they are doing it in the kindergarten; they will do it with the Quincy method, if they have the opportunity.

PROF. H. S. BAKER, of River Falls, for several years the superintenednt of the schools of Pierce County, assumes the charge this month of the River Falls Institute, a private academy at that place. He gives instruction in the Physical Sciences, Rhetoric, Greek, Applied Mathematics, and the English Branches. Prof. D. M. Woodbury, who has taught the past year in this school, conducts the recitations in Elocution, French, Latin, Book-Keeping, Pure Mathematics, and German.

THE statement has been made quite current in the papers of the State that Prof. J M. Geery, one of the ablest professors in the Ripon College, had accepted the presidency of the Highland College for Women, at Highland Park, Ill. It is true that he was offered that position, with the promise of a tempting salary, but we are assured by the Professor that he declined the offer. We are glad to learn that he does not leave the State, though we realize that it is a compliment to Wisconsin for a prominent institution in an adjoining State to appoint as its head a teacher from one of our leading colleges.

On the 21st of last month, the old Markham's Academy in Milwaukee, which has been used for the accommodation of the high school of the city, was injured by a fire, occasioned by the explosion of a lamp. The building and apparatus were damaged to the extent of about $2,000. Prof. G. W. Peckham lost a portion of his library, and a large number of valuable specimens in Physiology and Natural History. Neither to him nor to the high school is the loss entire, as it is covered in good part by insurance.

SEVERAL changes have recently been made in the principalships of our graded and high schools. Prof. J. H. Gould takes the place of Prof. C. L. Hubbs, county superintendent-elect, in the school at Lake Mills, Jefferson County; Mr. Frank Ensign, a graduate of the River Falls Normal School, takes the place of Prof. Jas. T. McCleary, county superintendent-elect, in the school at that place; C. S. Sutherland, former superintendent of Portage County, teaches the school at Clintonville, Waupaca County; J. B. Tracy, former superintendent of the second district, Rock County, takes the charge of the school at Johnstown, in that county; and Miss Mary Brandenburg, former county superintendent of Trempeleau County, becomes the principal of the school at Arcadia, in that county.

THE Trustees of the Deaf and Dumb Institute at Delavan handed their annual report to the Governor last month. Among other things, they recommend the erection of five detached buildings on the site of the old building, to be fire-proof, to accommodate 300 pupils, making an estimate of $125,000 to erect, heat, and furnish suitable buildings, and ask for an appropriation of the above amount. They also recommend that a similar institution be erected in the northern part of the State. The total expenses for the fiscal year ending September 30th were $30.318, and the estimates for the current year amount to $32,000. The total number of pupils in attendance has been 183. The system of Professor Bell's articulation and lip-reading has been experimented with, with satisfactory results.

ON the 18th of last month, Mrs. Laura J. Westcott, the wife of Prof. O. S Westcott, of Racine, died in that city, in the 34th year of her age. She was the daughter of Hon. O. C. Johnson, of Kendall, Ill., and the mother of five young children, all of whom survive to mourn, and learn their sad loss with increasing sorrow. The *Racine Advocate* of the 20th ult., says:

A simple service was held Friday noon at the residence on Washington Avenue, conducted by Rev. D. E. Bierce, pastor of the Presbyterian Church, the principals of the Ward Schools, Messrs. Smith, Gammons, Beede, and Skewes acting as bearers, the remains were taken to the 1:47 train on the Northwestern Railway to be transferred to the home of her parents in Illinois. As a mark of respect the high school and Miss May's private school were closed during Friday, and the Board of Education, as a body, attended the funeral. The sympathy of our whole city goes out to the faithful Superintendent of our Public Schools in this great sorrow that has fallen upon his heart and home.

THE new school-house at Peshtigo, has been formally accepted by the school-district officers, and has been cleaned out this week preparatory to being used next week. The building is a good sized one and adds to the good looks of the village. It contains one large school room down stairs, and one of the same size in the upper story. Each room is provided with two good sized recitation rooms, plenty of blackboard space, good light and high ceilings. The cost of the building, removing the primary school building to the same lot, putting in the necessary furniture, building a fence, and fixing up the grounds will be very near $2,500, and will be money well invested.

PROF. W. E. ANDERSON, of Milwaukee, has invented an ingenious school room article that is sure to become popular everywhere. It is a book rest, so arranged as to hold a large or small book, and is said to do away with the habit of leaning forward by which so many pupils become round shouldered and deformed.

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COURSE OF STUDY FOR THE UNGRADED SCHOOLS.

(Report Adopted by the State Teachers' Association at the Semi-Annual Session, Dec. 31, 1879.)

Your committee appointed at the last annual meeting of the association to report on the subject of a Course of Instruction for the Ungraded Schools, beg leave to present the following:

To them were referred for further investigation two points: First, the progress in the State, during the past six months, of the scheme for these schools, which has been adopted by this body: Second, the relations of this scheme to the present condition of these schools.

Under the first point we present the following facts: 1. The course of study devised by this association for the ungraded schools, was published by the Institute Committee of the Normal School Regents in a circular, copies of which they distributed, last summer and fall, by the thousands among the county superintendents and the teachers of the State, many of whom attended the last series of institutes.

2. The four regular conductors, and a portion of the assistant conductors of the institutes, explained in detail this course of study, and the most feasible methods for introducing and using it in the ungraded schools, to the teachers present at their institutes last summer and fall.

3. This course was frequently commended, last fall, to the teachers and other citizens of the State, in addresses made by members of the Institute Committee, before a number of the institutes.

4. Some of the county superintendents and many of the teachers in the country schools were induced to accept this course, and to make the effort to secure its adoption in the schools under their charge. As

a result, several hundreds of these teachers, we believe, are working this winter under its suggestions.

5. The State is most dependendent upon the county superintendents for the success of this scheme. Some of them have already tested its benefits. In the reports of a few of them this fall to the State Superintendent, we find the following accounts of their efforts in this direction. Supt. Tracy, of Rock county, was the first to tabulate the course of study and publish it on a large sheet of paper, with a well-arranged programme of recitations and studies, and with his own suggestions to teachers; and he writes as follows:

"The more extended my observations, the more thorough have become my convictions that our schools greatly need a more systematic grading and classification of the pupils. To second the efforts of our State Teachers' Association in carrying into effect the course of study for elementary schools prepared by its committee, I arranged a brief outline embracing much of the same general plan of studies, but in a form convenient for posting in the school room, and sent a copy to each district clerk, and handed one to each teacher at the spring examinations, with the request that the same be taken as a guide in organizing their schools and in laying out their school work. Quite a number of teachers entered heartily into the work of putting the scheme into operation, modifying it more or less to suit the conditions of their several schools. My best teachers commend it, and say that it was a great help to them in organizing and classifying their schools. The youngest teachers especially claim that the programme of recitations and studies, together with the suggestions in regard to methods of teaching the several branches, were great help to them in systematizing and executing their work. I wish that one more extended and complete, might be put into all our schools."

Supt. Rathbun, of Buffalo county, says: "I have devoted considerable time the past summer to the preparation of a daily programme and course of study for the ungraded schools of the county. The basis of the course is that for elementary schools, published by the State Institute Committee. By working with the teachers on my rounds of school visitation, I anticipate that in a few years our schools will be making much more rapid progress than heretofore. The teachers, I find, are interested in the undertaking, and with their help I expect to make it a success."

Miss Clapp, superintendent of St. Croix county, reports: "I have placed in each school a plan of organization, based upon the plan rec-

ommended by the State Committee, I have endeavored to present it in such a way that each teacher will find that he can adopt it and organize his school under it successfully, and am hoping from it a more uniform system, and a more intelligent purpose in the work. Both objects are a pressing necessity in our schools, and toward them the work of the coming year will be especially directed."

Supt. Parsons, of Richland county, has tried the feature of this scheme which provides for the examination of pupils after they have completed the course of studies. Last spring he invited the advanced scholars, in each town in his county, to meet him at a specified time, and he examined them carefully. The result he gives as follows:

"This effort had an excellent effect; 173 scholars were examined from the district schools in the county; and 88 of them received certificates, which state their standing in the several branches, and the certificates also entitle them to admission to the town high schools without further examination. This movement has greatly increased the work, but the benefits are more than proportionally increased. The pupils on returning to their schools, or on entering some of the high schools, stimulate other pupils to make the same attempt."

We have information that other county superintendents have made similar efforts, and are highly pleased with the results.

Under the second point referred to the committee, viz.: the investigation of the relations of this scheme to the present condition of our ungraded schools, we desire to make these statements:—

1. The advantages of this scheme to these schools have already been presented before this Association, and some of them are forcibly stated in the extracts we have taken from the reports of the county superintendents. We, therefore, think that it is not necessary to discuss them at present.

2. The returns, this fall, from very many country schools, show the deplorable lack of the incentives and the organization which are supplied by the adoption of a definite and estimable object to be reached in the elementary school work. If these defects are not speedily removed, our ungraded schools must rapidly retrograde. In the opinion of your committee, this scheme furnishes the best corrective measures.

3. We would urge the State Department of Public Instruction to issue, at the earliest day practicable, a pamphlet which will present, in full detail, the course of study for the ungraded schools, and to distribute it largely among the teachers, county superintendents, and school boards of the state.

4. We would invite the Institute Committee of the Normal School Regents, who have taken a great interest in this subject, to arrange their syllabus of studies for the next three years so as to continue the instruction which they have supplied for the institutes, on this course for the ungraded schools. In order that the attention of the public school-teachers may, next year, be focused largely on the primary studies, we would suggest to this committee the utility of devoting a leading part of their work, in that time, to the first section of the course; and in the two succeeding years, to the two other sections.

Respectfully submitted.

W. C. WHITFORD,
ROBERT GRAHAM,
JOHN S. DORE,
BETSEY M. CLAPP,
Committee.

A CRITICISM.

If superintendents and others who constantly complain of the lack of qualification of teachers, would reflect a little on the old proverb: "They who live in glass houses should not throw stones," there might not be so much harping about want of results in the public schools.

Teachers are censured on every conceivable ground and by all ranks of society. They are said to be trifling, mercenary, and to lack interest in their work. To a certain extent this is true, but the fault is with the censurers—not the censured. Any community has just as good schools—just as excellent teachers, as it deserves. Teachers will be inferior just so long as superintendents are inferior, and no longer. Superintendents will be intellectual nonentities just so long as the people wish them to be and no longer. As a rule, the people do not wish, and will not have a superintendent who is qualified for his work, and who will administer his office justly and without fear or favor. Should such a one chance to be chosen, his head is very sure to fall into the basket at the next election. The percentage of superintendents who can pass their own examinations, is not greater than that of well-qualified teachers. Most of them are incapable of supervising a school. Nor are such confined to the "rural districts;" but some of the worst, if not the very worst of them, are located in our cities.

It is the reading of a *green-bound* "Course of Instruction," prepared by such a superintendent, that has called forth this article. There is no

personal pique to satisfy, but it is due to the teachers of the State, and to superintendents who are conscientiously doing their duty, that such conceit and imbecility as are therein manifested, be stripped of their thin disguise and held up to the scorn of sensible men and women.

Coming now to the consideration of this "Course," which, by the way, is published "with the consent of the Board of Education" of a flourishing city on the "Lake Shore," the first thing to be noticed is the following from the "preface." It is noteworthy as showing the author's idea of the object of our public schools: "The object of our Public Schools is held to be the bringing up of our children to the understanding and the habitually correct use of the English language in speech and script; the inculcation of the ideas and the practice of the arts forming the substance of the branches prescribed by law, in a manner relevant to aforesaid object and all branches severally, and so develop and train every one of their mental faculties, as to enable them in due time to wander themselves alone the path to happiness, usefulness, and prosperity." A fit foundation this for the superstructure.

It will be seen that a complete mastery of the English speech is the least that will be satisfactory. With great self-complacency the whole work of the school is mapped out, exhibiting a lack of judgment amounting almost to stupidity, and an ignorance of the English language that would be disgraceful in a seven-year-old boy.

Particular stress is laid on the necessity for using elegant language. Among the instructions given teachers in the preface is the following: "While laboring faithfully and patiently to teach in class, they will conform their language to the Websterian orthoepy, syllabication, and rhythm; in style, to the capacity of the class; in quality, to the rules inculcating simplicity, clearness, force, and elegance, and be sure not to use any technical term, nor tropical, nor metaphorical expressions, without evidence of their meaning as such being understood by their audience." Observe what a shining example Mr. Superintendent is to the hundreds of pupils under his charge, and with what fidelity he practices his own precepts, both in the above extracts and in succeeding ones, which are made "*verbatim et literatim et punctuatim.*" The Italics are uniformly my own.

Under the subject "Speaking the English Language," occur the following directions to teachers having pupils aged from four to six years: "1st term. Take one of them [the pupils] up to you, and tell him the names of all his mates and yours, and in turn ask him, What

is his, her, mine, your name? So take up successively all. In same style treat all objects in school room, articles of their clothing, outward parts of their bodies, articles of food and feed for animals, furniture, tools, animals, plants, minerals, etc., etc." How intelligible this is, and how easy of accomplishment in a primary department of sixty pupils. On page 13, same subject, pupils ten to twelve years of age appears: "3d Term. Teach rules of elocution, memorize easy tales, fables, poems, etc., and make *them* speak *them* from the platform."

The work in Reading for pupils of the same age, as found on page 25, is: "1st Term. *Second Reader.* Reading script in enlarged sentences.

2d and 3d Terms. Continue and bear hard upon interpunction, pronunciation, and expression."

In Grammar, page 18, it is: "1st Term. Teach and drill declension of nouns in full; also artificial derivation, combination, and transposition of nouns, and definition of each technical term hereby used. Proceed to pronouns and the other declinables to the end of 2d term, drilling in its last half definitions of artificial forms in contrast with definitions of their roots." Observe the wonderful display of judgment in the arrangement of this work, and in its adaptation to the capacity of the pupils, as well as the ease with which it can be understood.

Examine, now, the work in Reading, as laid down on page 22 and subsequently. The *object* of the study is set forth with characteristic clearness. "Learning to divine ideas and thoughts embodied in print or script, and orally and intelligibly rehearse them to a listening individual or audience." The reading book must be "*written in the best possible style of classical English.*" And then comes a specimen which is presumably the superintendent's highest idea of "the best possible style of classical English," as follows: "A grade, 1 and 2—4 to 6 years of age. 1st Term. Write on the blackboard, four inches apart, the vowels in bold hand correctly, and print each right beneath. Tell pupils that these things are called letters, and then their names. Drill till all know these. Go to semi-vowels, then to consonants and do likewise. 2d Term. Write and print vowels as before, sound each one, make all do it; then ask, what is the name of this letter? what sound do you make when you see this letter? and thus with the semi-vowels and consonants. 3d Term. Reading words of two and three letters in which the vowel sound is like its name, always first writing and printing the letters separately and sounding them separately, then as the words are ordinarily pronounced."

Our friend lays great stress on "Websterian Orthoepy;" perhaps it may not be out of place to examine his interpretation of Webster a little. He says "establish the rule: that silent e, i, and y, after "a" indicates its first sound, and drill largely on lists of such words." He would probably include in his "lists" such words as *hair* and *fair*. "Then," he says, "take "cat," "lad," "*ask*," etc., * * * deduce the rule that absence of silent letters after "a" indicates its second sound." *Fast*, *what*, and *area* would be examples under this rule.

The next rule which is as follows, needs no illustration. "Take "arm," "*warm*," "harm," etc. * * * establishing the rule that "*ar*" following "*a*" indicates its third sound." Children of eight years must cry for the next rule. "Take up "all," "ball," "paw," "saw," etc., do likewise," give rule: that double "l" and silent "w" after "a" indicates its fourth sound." "Take up "bare," "pair," etc., act likewise, ruling that silent "e" after an r, and silent "i" before an r, after the letter "a" indicate the fifth sound expressed by "a"."

Again; "Take up "*land*," "*lame*," etc., deducing rule that "n" or an "m" after a indicates sixth sound." Will somebody tell us what the *sixth* sound of *a* is, as heard in the typical words *land* and *lame?* "In similar way," says this educational phenomenon "treat all vowels." Shade of Noah Webster! what have the poor letters done that they should be thus mal-treated. This scheme for reading closes thus: "2d and 3d Terms. Read alternately from any of their other books; different size and style of print; all manner of written civic documents, and their own written work among themselves. Here ends common school."

This is but a specimen of how all subjects are treated. One might go through the pamphlet, and find nothing but similar trash. Enough for illustration has been quoted, but I cannot forbear to notice two points more.

1. The last term's work in drawing is as follows: "Architectural and mechanical drafting; scaling, magnification and reduction, rosette work, arabesques, topographical and map drawing."

2. "Opening and closing exercises. Time 15 minutes. (daily): *Object.*—Inculcation of the knowledge of the powers of the human soul, their vrituous use and vicious abuse; to bring out integral manhood, together with relevant scientific training. *Method.*—Orally deliver disquisitions, or reading of written essays, or befitting declamation by pupils, on topics given below."

Here follows a series of twenty-six topics, having numerous subdivisions and each ending with the very suggestive "etc." Of these I transcribe but one: "17. Wonder—admiration of the extraordinary great, good, and mighty; wonderful, marvelous, prodigious, magic, ghosts, supernatural, etc."

And thus is the whole course constructed. Designed to be completed by children under fourteen years, it is totally impracticable in plan, impossible in the amount of work required, and unintelligible to any human being. There is not a teacher in the State who would, or could condense a greater number of mistakes into the same space, nor who is more thoroughly incompetent than this superintendent. This may be an extreme case, but it is doubtful. The "Course" is a fair index of the man and of the class of which he is the representative.

TEACHER.

EDUCATION OF THE CHILDREN OF FARMERS.

I beg to call special attention to some thoughts upon the subject of the education of the children of our farming population. I will not assume that these thoughts are wholly new, for I cannot doubt that every one, who is interested in general education and has had an opportunity to observe the meagre results obtained in those districts where the people are wholly given to agriculture, has been to some extent exercised with the question whether there may not be some way to relieve the disadvantages under which those isolated classes now labor.

People who live in villages or cities, where there is abundant incitement to intellectual cultivation and progress, and where social gatherings are almost too frequent, seldom think of the lonely and unpleasant situation of the farmer in this respect.

When the children of the farmer have passed twelve or fourteen years, they leave school; and unless their parents are of unusual intelligence or of such wealth as to be able to send them to some city boarding school or college, nothing is done for their further intellectual advancement.

In a few years, they have almost forgotten what little they learned in school, for lack of intercourse and opportunity to use the knowledge acquired or to exercise their mental powers; and, therefore, instead of going forward, they retrograde in their mental culture. It is of far more consequence than many think, whether the future farm-

ing population of our State and country is to be active, intelligent, and progressive, or dull, ignorant, and without energy or thrift. A man whose mind is inactive and undeveloped, inevitably becomes stupid and sluggish. It is high time that this matter should receive most earnest attention.

I think a great impulse might be given in the right direction, without expense to the State and with very slight cost to the respective school-districts. I would suggest the following plan: Let a law be passed, making it part of the duty of each public school-teacher in a country school-district to hold, on one evening in each week, at the district school-house, a meeting of the older youth residing in the district, at which meeting he shall preside, shall deliver a short lecture on some interesting topic, scientific or otherwise, and shall arrange and conduct other exercises of an entertaining and instructive character. To make such meetings attractive a programme of about the following character might be observed :

1. Lecture of the teacher or some other person invited by him.
2. General conversation or discussion upon the topic of the lecture.
3. Music, vocal or instrumental, or both, if there should be musical talent among those assembled.
4. Conversation on matters of interest to agriculturists, or on public affairs of the district, town, county, or state, or on other subjects of general interest.

The success of such meetings would be greatly promoted, if many of the parents and friends of the young people should attend them. Their presence would aid in the preservation of order and decorum, and tend to give the exercises an earnest character and to stimulate those participating in them to do their best. One such meeting in a week would do more to quicken the intelligence and to keep up the spirits of both young and old, than most persons would imagine. It would serve as a stimulus to the young to develop their minds and increase their knowledge ; and the older people who should attend, would find great pleasure in the information gained, and especially in observing the growth and improvement of their children.

It may be said that farmers, if so inclined, might do all this of themselves. True enough, and indeed there are some localities in which something of the kind indicated is being done for the intellectual culture of the young who have left school. But, on the whole, it would be far better if some impulse were given toward such measures.

When once started, there can be no doubt, that there would be found some men of intelligence in every district, who would devote time and thought to the proper carrying out of the plan, and would even see to it that, instead of one evening, two or three would probably be devoted at certain seasons to so good a purpose. It may also be said that no one can be forced to attend such meetings and that people would take no interest in them. It is true that no one can be forced to attend such meetings; but if there are districts where stupidity and indifference reign so completely that this project could not be carried out for want of attendance, the fact should be taken as proof of fearful neglect in the past, and of the urgent necessity that something should be done at once to prevent other districts from falling into the like condition of apathy and dullness. Should there be such districts, in which all desire for intellectual progress and improvement is extinct, it can certainly be no reason why efforts should not be made to save others from the like fate.

There may be those who regard this matter lightly, and underestimate its importance. I wish such persons would take a trip to some of the darker regions of the State, and if they should discover that we have localities where the young men grow up almost entirely rude and untutored, they would soon alter their opinions and become hearty supporters of a measure which, if carried out, will be of incalculable benefit to the rising generation of this State. There is another thing to be considered in connection with this measure. Most people are aware of the great dislike which men, living in the cities, have of removing into the country. There are men enough who are not afraid to work, who even work more and harder in the city than they would have to do, if they owned and carried on a farm; but they say, "What will become of our children, when we go into the country?" They themselves, being accustomed to social and intellectual intercourse with their fellow men, are afraid to go where there is no opportunity for anything of the sort. And the same reason which prevents such men from going into the country, drives many from their farms into the cities, when their children begin to approach maturity. Now, as our cities are already overpopulated, and as many now in the cities may probably be obliged to turn to agricultural pursuits for their livelihood, would it not be well to make country life as attractive as possible; and to remove the objections to it, so far as the means of educating and improving the young are concerned? And since the plan proposed will involve no expense to the State and only a trifle to

the respective school-districts, and but a slight addition to the duties and labors of the teacher, which ought to be considered by him as pleasant ones, (as he will most likely derive as much benefit from each meeting over which he presides as any of the attendants,) there seems to be really no good reason why an attempt in this direction should not be made. MAX ZABEL.

Milwaukee.

ENGLISH GRAMMAR.

"English Grammar teaches how to speak and write the English language with propriety." Such is the substance of the statement found in the introductory part of almost every treatise on English Grammar; but it has seemed to me that the book is yet to be prepared which keeps this end constantly and solely in view. If such a text-book were prepared, it might be desirable to have another to follow it—a Higher Grammar, or a University Grammr, or the like—whose design should be chiefly to develop mental acumen; to impart the ability to,

> "Accurately a hair divide,
> Betwixt the West and Southwest side;"

but this should, as it seems to me, be kept entirely distinct from the common school Grammar.

If some competent person would take the Grammar of Goold Brown and strike out what might be spared, and make some slight alterations to accommodate it to the progress of language since he wrote, he would furnish a book very nearly in accord with my ideal.

But, it will be said, "Brown has no diagrams to aid in analyzing sentences;" and let me ask, what is their use? If conjunctions and prepositions are properly parsed, the sentence is, for all practical purposes, sufficiently analyzed. Take for example the introduction to the divine poem of the prince of poets, "Of man's first disobedience, &c.," and simply parse the prepositions and conjunctions:

"Of" is a preposition connecting the adverbial phrase of which disobedience is the object to the verb sing. Rule—Prepositions connect substantive, adjective, and adverbial phrases to such words as are modified by these phrases.

"And" is a co-ordinate conjunction, connecting the two phrases of which disobedience and fruit are the objects. Rule—Co-ordinate conjunctions connect similar elements.

"Whose"—a relative pronoun—as a connective, is a subordinate conjunction, connecting the adjective clause of which brought is the finite verb, to fruit. Rule—Subordinate conjunctions connect dependent substantive, adjective, or adverbial clauses, to such words as are modified by these clauses.

"And," co-ordinate, connecting *death* and *woes*. Rule as above. Now, I would ask, what is left for diagrams to do? or what should we gain by cooping up the parts of this sentence in separate coops, according to the approved rules?

If it be asked, "what is the use of parsing?" I answer that I know of no way of giving directions for *punctuation*, which would be intelligible to one not familiar with the offices of connectives.

It is to be regretted, more than to be wondered at, that the marked failure to secure a satisfactory knowledge of Grammar by machinery, has been followed by a re-action, tending to regard the study of Grammar as time thrown away. But, if you take up almost any periodical, and note the grammatical inaccuracies it contains, you will be satisfied that the murder of the King's English is not an absolute crime.

If the next Governor's Message, the next *School Journal*, the next *Scribner*—the best of all the monthlies—do not contain a hodge-podge of indicative and subjective forms of the verb, a medley of nominative and adjective forms of the pronoun,—a confused use of singular for plural, and of plural for singular forms of verbs and of pronouns, we may safely conclude that the writers are old folks; or, what our self-complacent, machinery-made grammarians would term "Old Fogies."

One could have more patience with these new lights, if they injured only themselves, and those who choose to follow them. But the recommendation of Superintendent is secured, and the introduction of their works made imperative; and after fruitless expenditures of time and money, men begin to grope about, and to enquire for the *old paths*.

A leader in the machine-movement, or cooping system, wrote me that he had realized $40,000 for his copyright. If the government had donated him $1,000,000, on condition that he should burn his manuscripts before the printer saw them, I think the million dollars would have been well expended. C. C. BAYLEY.

NATURE without instruction is blind; instruction without nature is faulty; practice without either of them is imperfect.—*Plutarch.*

CHILD CULTURE.

[Extract from an Address, by Mrs. F. A. B. DUNNING, of Kenosha.]

A kindergarten, of course, means a garden or company of children, who are to be cared for as a gardener cares for his plants, whose needs are to be studied, and who are to be supplied with conditions for the unimpeded growth of the three-fold organism — body, intellect, and spirit. To be more explicit, the cultivation or growth of every part is to come from self-activity of that part under the guidance of a loving, self-sacrificing leader, who is the kindergartener, the result of these activities tending always toward the production of order and beauty. So in all the games of the kindergarten the physical exercises are "arranged, controlled, and regulated according to artistic principles," and the beautiful plays in which the little ones find such pleasure, and which seem to be but the spontaneous outburst of growing life, have in them all the elements of law-abiding citizenship, and attune the soul to harmony with those laws by the rhythm of motion and music always accompanying them. Nor is this a new idea. Let me quote from Miss Peabody, second-hand, a quotation from Plato, who says: "From their earliest years the plays of children should be subject to strictest laws. For if their plays and those who mingle with them are arbitrary and lawless, how can they become virtuous men, law-abiding and obedient? On the contrary, when children are early trained to submit to laws in their plays, love for these laws enters into their souls with the music accompanying them, and helps their development."

And who was the originator of so wonderful a system of development, combining as it does the highest culture of the sense of beauty and harmony, with the minutest, most accurate, practical details of mechanical ingenuity and dexterity? A poor, motherless, unloved, uncared for German boy, yearning for the love that he did not find, longing for appreciation and always misunderstood, "forever doing the too little, or too much," awkward, delicate, who from the intuitions of his own soul, his own needs in every direction, wrought out the means, or partial means, of supplying them. In a lonely hour, watching some workmen building a church, we are told, the idea of meeting and developing the constructive talent germinated in his mind, and to this hour are we indebted for the kindergarten; which had not, however, developed to anything like system until Frœbel had reached quite a mature age. And through all his work this intense,

sensitive soul could bear banishment or imprisonment, ridicule, or scorn; could bear to be called crazy because he played with little children, proving true the theory of the kindergarten, that the only way to lead a little child to find itself is to be one with it, to live for and with it—yea, to look up reverently to it, as Frœbel said; for many a man, after long years, has *found* himself for the first time through the ministry of one of these little ones. Frœbel could bear *anything* but to lose sight of his dear idea, the full, beautiful, harmonious development of the human being, and one thing else, to be untrue to his own conscience.

The work of the kindergarten is this: That the children shall be happy is acknowledged to be the first requisite; that obedience to just laws shall be, as far as possible, voluntary; that it shall be *natural*; that the gifts and occupations be given in such a manner that mere mechanism be avoided and underlying principles be imbibed, and always in accordance with principles of mental philosophy and psychological impressions. And thus the little hands will not receive all the benefit from the varied uses to which they are called, although this advantage of kindergarten work seems to me not a slight one. While the hands are working so industriously with the blocks, tablets, sticks, or the more pliable strips and squares of paper, or the yet more plastic clay, there are being stored away in the mind by repeated impressions of the same kind unchangeable principles of great practical use in the years to come. Beauty of form and harmony of color bring culture, too. The child is unconscious of all its gains and sees the only result of its effort in the finished piece of handiwork, as do older people, too, who have not studied its higher worth. But is it too much to suppose that the little boy, who has learned so much architectural design and mathematical precision in his block building, and so much beauty of form in laying the tablets, will not some time own a better house with more tasteful surroundings for his kindergarten training? And the little lady who has learned to unite colors harmoniously, to originate and draw such pretty patterns, to use her hands so dexterously, will, I am sure, dress herself more becomingly, ornament and keep her house better, and in some downhill turn of life may be able, by her taste and ingenuity, to keep the wolf that haunts so many homes from entering hers. There will be no mothers, I am sure, among these little ones who will not have mechanical talent enough to cut the garments of their children, tell what ails a sewing machine when it refuses to run, calculate with rapidity how

much paper or carpet is needed for a room, and do those thousand really necessary things which are dependent upon this early exercise of faculties employed. And the boy whose hands might otherwise be idle, or engaged in that service always waiting for such, may be saved in his hour of most perilous temptation by one of these pleasant occupations, for this may be extended to almost an unlimited degree; or, in some little kindergarten may be developed an artistic talent which shall rival an Angelo or a Raphael. The best results of this training are surely not the tangible ones.

But how shall the kindergarten furnish the moral or spiritual culture necessary to the full development of the three-fold being. As we have seen in *physical* and *intellectual* parts of its being, the child *grows*, provided with right conditions of growth, through self-activity. So, no less in the *spiritual* is this growth sure. The child must find itself in an atmosphere of kindness, unselfishness, devotion to right, and she whose duty and delight it must be to furnish these conditions, must have also a boundless faith in humanity, that is, in the germs of humanity; must be able, in the face of the most unlovely, to catch some glimpse of that far-off angel, beholding always the face of the Father, and sending back a smile of recognition at every upward step. And in the true kindergarten, keeping pace ever with the increased physical dexterity, the quickened discernment of intellect, will be found the cultivated moral sense, distinguishing ever more clearly right from wrong, generosity from selfishness, justice from injustice.

People sometimes visit a kindergarten for a few moments, and go away disappointed, comparing what they saw with their often false notions of what ought to have been. As well might they look at one of the products of the earth and fancy that they had seen all nature as to judge of the almost endless manifestations of proper and legitimate activity of the child by one hasty glance. Suffice it to say that this system of development has been worthy the thought and study and sacrifice of many of the wisest and truest minds of the New as well as the Old World. Women of rank and wealth have been led from aimless lives to a true devotion to it. "O, you lovely, lovely dog," I heard a lady exclaim one day, and somehow the exclamation has run through my mind ever since; and I cannot help wondering now if this lady, meeting some little, unshorn, dirty child, but with the angel shining clear in its eyes, would be led by it to a like exclamation.

SPELING REFORM—AN EXHORTATION.

This is not to be a discussion. The pros and cons of this much mooted question hav been so copiusly ventilated in the leading educational journals that the reader of limited patience can hardly be censured for insisting upon the cessation of the wordy warfare. The mas of the peopl, indeed, hav as yet no clear notion of the merits and demerits of the crusade against speling-schools, and many ar not even aware of the existence of such a movement; but the pedagog's periodical does not find its way into every houshold, and other means must be employed to persuade the general public that they ar really the slaves of silent letters, and that ther is any way of release, from the thraldom. Right here it may be remarkt, in pasing, is an attractiv missionary field for all who ar really in ernest in the attack upon our irregular orthografy. The greedy compositor of the local paper wil welcome communications on so live a topic, and other ways can be redily found for fomenting dissatisfaction with the present miscalled *system* and proclaiming the gospel of a possibl relief.

But the purpos of this exhortation is rather to awaken in the minds of those who hav past the stage of conviction, but not yet attained a genuin conversion, a littl zeal for the practical realization of the advocated changes. Ther, ar not a few who do not hesitate to acknowledge the force of the arguments in favor of "reform," but who fail to appreciate that ther is any duty incumbent upon them beyond this formal acknowledgment. At the very inception of the movement, its opponents triumfantly askt, "Why do not the 'reformers' themselvs adopt the changes which they ar advocating?" Now that so long a period of discussion has elapst, with a result, to state the case modestly, by no means discuraging to the agitators, the question can be prest with accumulated pertinence. If all of those who support the movement would introduce even a few of the suggested changes into their own correspondence and, as far as their influence and control would enabl them, into newspapers and periodicals, the novel appearance of fonetic spelings would soon wear away and our excessive reverence for Dr. Samuel Johnson and London typos of the eighteenth century be dissipated.

It is coming to be a sort of fashion to be serenely conservativ. It seems to saver of an outgrown, boyish age to exhibit enthusiasm in any undertaking. Clearly, speling "reformers" ar not impervius to this narcotizing tendency. A littl infusion of old-fashioned zeal would

be of decided service. It would be ungenerus to provoke a quarrel with our more staid friends, who, from their passionles hights, mildly deprecate any violent disturbance of the existing order of things, while ringing the changes on the Golden Mean and repeating in our ears "In mediis tutissimus ibis." But while the excellence of the Chinese ideal and of the Platonic maxim is to be acknowledged within certain limitations, it must be kept in mind that ther is a wide difference between avoiding Scylla and Charybdis and attaining a neutrality whose merit consists in indifference and inaction. Dr. Johnson insisted that the person who succeeds in riding two horses, at once contributes somthing to the sum total of human achievments. Perhaps, the same cannot be truthfully said of the man who accomplishes the feat of sitting down between two stools. H. D. M.

MILWAUKEE, Jan. 17, 1880.

PRIMARY INSTRUCTION.

At the holiday session of the Illinois Teachers' Association, held at Bloomington, considerable attention was given to the subject of Primary Education. The following presents the outlines of three able papers read at that time:

Primary school work—its humorous side and its serious aspects, its relation to the general work of education, and its mental and moral philosophy—was treated with a good deal of ability. Miss Lilly N. E. Skaats, of the Wells Street School, Chicago, opened the primary school door, and gave the audience an inside view of the primary teacher's work that was highly entertaining, both to the professional part of the audience and to visitors. It was an admirable preparation for what followed.

Miss N. E. Waugh, of Peoria, dwelt on the fact that no other period in a child's history affords teachers such opportunities to develop, and, if need be, transform his nature, and mold his character for all after time, as the primary age. No department of school work requires more carefully selected, thoroughly developed instructors than the primary rooms.

Miss J. Charlotte Lundh, of this city, followed Miss Waugh. Her analysis of the subject showed that she has studied the primary teacher's calling in all its parts and their several relations. There

was no confusion of thought or obscurity of language in anything she uttered. The highways and by-ways and lanes of primary school work seemed to lie before her like a map.

We have received a copy of the arithmetic mentioned below; and from an examination of it, we can endorse mainly the following recommendation. The work can be obtained by forwarding to the publishers *twenty-four* cents, for the book and postage:

"The Little Folks' Model Arithmetic," published by Geo. Sherwood & Co., Chicago, is a primary arithmetic, essentially on the Grube method, but free from those objectionable, unprofitable iterations of the simplest mathematical numbers, which in the earlier works on the Grube plan often made simplicity tedious. Even with that fault, the text-books on the Grube method have done grand service, but this primary arithmetic will please most of the practical teachers who are disciples of Grube, better than anything else in the field. The true method is followed of beginning with the simplest numbers (as with 2 and 1) and carrying the four elementary processes along together, first adding 2 and 1, then multiplying 2 by 1, then subtracting 1 from 2, and finally dividing 2 by 1. The steps are easy, the system is perfect, the results where the book has been tried are more than satisfactory, and the sale of it thus far has been rapid.

"The Child's Book of Language," published by D. Appleton & Co., New York, is a series of four numbers. It is accompanied with an edition for the teacher, in which are furnished full directions for giving instruction in this study. The author is J. H. Stickney, late superintendent of the Boston Training School; and head assistant of the Boston Normal School. It furnishes graded lessons for the mental development of language in the education of the child. The first number is devoted to stories in pictures; the second, to studies in animals; the third, to studies in plants; and the fourth, to studies in words. The exercises are based upon a course of conversational picture-lessons, the results of which are to be written on the pages of the four books. The work is printed in an attractive and convenient form. It must aid largely in introducing definite teaching in language into the primary schools. As we look over the different numbers of the series, we can see how eagerly hundreds of little children will engage in filling the pages with their essays on the subjects given.

Superintendent Parker, of Quincy, Mass., in a recent address on geography in the primary schools, said that the form, structure, and character of the continent should be taught first, and as firmly fixed in the child's mind as a farm or a scene about its home. He advised teachers to begin to teach certain forms of geography in the first year of the school. He had seen children, in second and third year, recite the names of all the States, with capitals; this was utter nonsence. In fourth and fifth year, begin by teaching about plains and level land; show it on molding board, and draw it. Ask the children questions. Tell them all land is sloping, and ask what would happen if it was all level. Ask where rain comes from, where it goes, how far it goes into the earth. Let them take a shovel and dig down, they will thus learn the soil. Mountains are made too important. Take away the Rocky Mountains and there is a slope of 7,000 feet. Ask where water comes out of the ground? Teach the river basins and how much land they drain. Tell them the difference between a canal and a river. Where is the most water, in the river or in the basin? How is a bay formed? By wearing away of the land. Massachusetts Bay was formed in this way. Use molding boards in preference to maps. Begin by building continents, show the importance of slopes. After molding them, let children mold them. Drawing maps in squares is the best way. Teach them incidentals, such as forests, travels, or history of localities. Then test them by questions. He cited a school he visited where the scholars were sixteen to eighteen years old, and knew nothing outside of books. Teachers should compose continents; tell how they are adapted to the life of man. Then describe the soils and the vegetation. Do not teach vegetation by States—such as Maine raises so and so—but by countries. In teaching geography, teach our own country first, an outline of the United States, and then mix history with it. If you tell the history of the Bunker Hill battle, mold it on the board. In reading history, locate everything with maps or molding; this will teach geography quicker. Geography is the foundation for physical science. Huxley says that you can hang more on that peg than any other. It is very strange that air and water, things that we eat and drink and come constantly in contact with, are the very last things taught in the common schools. Bring the children to study nature; in this way you will awaken an unquenchable love for birds and trees. In this way naturalists are made.

The great work is not to make the child obedient for the present hour, but to make the child *love* obedience, and to give him that soul-education which shall make the child love to submit, love to do well.

Here is a case: A boy has whispered; you told him not to whisper. He has whispered again and again; you told him if he whispered the fourth time, you would whip him. What are you going to do about it? You should not have told him any such thing. Keep your threats to yourself, if you will be a high moral teacher; keep in reserve your means. It is one of the lessons we have learned by experience, that when we could not take a position in front, we might sometimes flank the enemy. Have our pickets out; observe carefully, vigilantly; find out the weak points that will yield to your attack upon the heart of the child.

We would rather have our own children influenced by such moral considerations, even if they knew twenty pages less of arithmetic every month. Sympathy, love, personal honor, should be cultivated among pupils, because they are of infinite value. Principles are eternal. They are just as appropriate to the teacher of the primary school as they are to the president of the college. Every skillful teacher has to adapt means and appliances to each particular case. We believe in good management, but we detest all subterfuges. We do not believe it would be best to flatter all the different notions of those whose children are under our care. The law of right and of love is to be applied to all grades; and the reason why it does not always succeed is because of the imperfection of those who attempt its application.

In a school of fifty or sixty young children, we do not suppose it practicable or necessary that a teacher should "come down" to reason in regard to the right and wrong of every action. But the teacher should "come down" with her beautiful presence and culture, and the influence of her manner and the manifestation of her more pure heart would bring those young stubborn hearts into willing submission to the rightful authority of the school.

Education does not consist in an ability to conjugate a verb correctly, or compute numbers rapidly, or to tell the distance from one point to another on the globe. Beyond that there is something nobler, something that forms character. That person who has a sullen, morose character, with an ability to calculate eclipses, is not a truly educated one. That education which reflects our Maker in look, bearing, and manner, is an education nobler, higher.—*Primary Teacher.*

In the Institutues held this year in the counties of the State, Gill's "School Management" will be used as the work for consultation and study on points under Theory and Practice of Teaching. It was selected for this purpose by the regular conductors and the Institute Committee at their meeting held last month. Jansen, McClurg & Co., Chicago, have heretofore imported the work, and will be able to supply it for $1.00 per copy to the teachers and the conductors of our Institutes. The discussion of the subjects connected with the teaching of public schools—particularly the primary department, is full and very suggestive.

SELECTED.

MISTAKES.

[From a chapter on Mistakes of Teachers, found in one of our cotemporaries, we select the following, on points too much overlooked. — EDRS.]

IT IS A MISTAKE TO OMIT YARD SUPERVISION. — Those pupils are not controlled in the yard are not easily managed in the school room. If children learn evil habits or hear impure or profane language at school, they do so chiefly during the recesses. The presence of the teacher in the playground should restrain what is wrong without in any way checking the interest in heslthful sports and innocent recreation. Rough games which interfere with the comfort of those not engaged in them, or endanger the limbs of those who are playing, would not be indulged in under the eye of the teacher. Without marching up and down with the air of a soldier on guard, he prevents wanton destruction of school property, or intentional injury to clothing, such as kicking of hats, and secures due attention to propriety of language and courtesy of manner.

IT IS A MISTAKE FOR THE TEACHER TO HOLD HIMSELF ALOOF FROM HIS PUPILS WHILE THEY ARE PLAYING.— The presence of the teacher in the yard should have a double effect: it should repress the evil and develop the good. The child never reveals his whole nature as he does when playing. His physical, mental, and moral powers are all then called into vigorous exercise. Professor Payne says: "But has the instinct for play no deeper significance? Is it appointed by the Supreme Being merely to fill up time?—merely to form an occasion

for fruitless exercise?—merely to end in itself? No! I see now that it is the constituted means for the unfolding of all the child's powers. It is through play that he learns the use of his limbs, of all his bodily organs, and with this use gains health and strength. Through play he comes to know the external world, the physical qualities of the objects which surround him, their motions, action and reaction upon each other, and the relation of these phenomena to himself; a knowledge which forms the basis of that which will be his permanent stock for life. Through play, involving associateship and combined action, he begins to recognize moral relations, to feel that he cannot live for himself alone, that he is a member of a community, whose rights he must acknowledge if his own are to be acknowledged. In and through play, moreover, he learns to contrive means for securing his ends; to invent, construct, discover, investigate, to bring by imagination the remote near, and, further, to learn the conventionalities of his mother-tongue. Play, then, I see, is the means by which the entire being of the child develops and grows into power, and, therefore, does not end in itself."

The teacher who cannot play with his pupils without "putting on the brakes," is to be pitied. One of the most valid reasons for not placing large boys in the charge of a lady teacher is, that she cannot as a rule take part in their games and exercises.

It is a Mistake to be Continually Repressing the Activities of Childhood.—There are three classes of educators. One dams up the fountains of the free tendencies of childhood, and turns the stagnant waters back upon the child life, so that they drown it out; another goes to the other extreme, and says, let Dame Nature have her way unrestrained, let childhood unfold itself. He lets the waters flow freely enough, but they unfortunately have a natural tendency to flow in improper directions. Like real water, they flow "down hill," and far too frequently transform what might have been a fertile valley into a marsh. The proper method recognizes the necessity of a full development of the natural faculties and the free exercise of them, but it gives them direction without seeming to do so. It selects the channel in which the stream should flow, and inclines each little rill of character in that direction, so that as the stream flows onward it gains more breadth and depth and momentum, until it becomes a mighty river, bearing upon its bosom freights of blessing toward the great sea of life.

Some teachers are horrified if pupils laugh in the school room. The

discipline that cannot stand a good laugh frequently, is unnatural and unsound. Giggling and tittering should be forbidden as unbecoming, but a genuine hearty laugh, indulged in by both teacher and pupils for a proper reason, may be repeated often with the best results even to the discipline of the school.—*Canada School Journal.*

KEEPING AFTER SCHOOL.

There are probably few schools where this ancient custom is not practiced as a punishment; it is believed to be necessary. But is it? Once flogging in the navy was deemed necessary; nay, it was once thought that flogging in the schools was a necessary part of the exercises. Why has this changed? Now, it will not do for the teacher to say there must be some punishment, or the school discipline will run down. What, after all, has the teacher to depend on to maintain order; I mean the real basis? Is it in him or is it in the pupil? Evidently it must be in the latter. Then let the teacher as fast as possible lean on his pupil to maintain order and not on himself. Let us illustrate.

John Smith was employed to teach in a private school where thirty boys were assigned to him. He learned that he could not punish, and that he must keep good order and make the boys happy too. Having been bred in a public school, he was at a loss what to do. He kept a boy after school, and was surprised to hear him say as he departed: "I need not have stayed, if I had not a mind to; because my mother wrote a note to have me come home as soon as school was out."

Here was a queer state of things. The teacher elicited that the boy stayed because he felt it would be "bad for a new teacher to be treated just in this way." In other words, he had been actuated by the noblest motives towards him personally.

The next day he said to the boys: "Boys, try and not be kept after school; I want to take a walk to-night, as I am very tired from teaching at night. You know how you feel yourselves." This answered a good purpose. But one night a boy was kept, and the teacher was surprised to hear the lad say, "Mr. Smith, you need not stay; I can recite to one of the other teachers; one always stays with some boys. You go and take a walk."

"No," said Mr. Smith, "you can go with me and we will talk over the lesson."

Afterwards he appointed all boys who wished, to assemble a half hour earlier in the morning; the understanding was that that department should not stay after school under any consideration. By assiduous labor the habit was broken up, for it was but a habit.

The only resource for the teacher is in the pupils. Can he develop in them such a respect for him, for themselves, for the school, that they will strive not to be kept in? Of course this will be easier with those who are grown up than with the younger ones; but the younger should not be kept in. The great rule is to do all the work you can, get your pupils to do all they can, and then cheerfully dismiss them. —*New York School Journal.*

TWO ADVANTAGES OF DRAWING.—There are two special advantages which result from the practice of drawing:

1. *It trains the hand and sharpens the vision.*—The hand, in the first attempt at drawing, makes only zigzag lines, but by repeated effort it becomes almost as accurate in its free movements as if guided by ruler and compass.

The eye is required to examine carefully all the parts of an object designed to be drawn, to judge of lengths, directions, and spaces, of relations and proportions, and then to compare the drawing in progress with the object itself and decide upon the accuracy of the work. As picture after picture is made, the eye becomes more accurate and catches more quickly all the salient points of an object, seeing it more fully in all its parts and relations. From examining accurately for the purpose of reproducing in a picture, there grows up the habit of observation, that will not pass by any object in nature or art without a critical examination of it in all its details of light and shade. The eye is trained to see things, and to see everything.

2. *It furnishes excellent exercise for conception, memory, and the imagination.*—Drawing contemplates not only the work of copying objects as they are seen in nature and in art, but also in representing all the properties of the individual of a class, combining them in one picture which shall resemble not any one object, but shall be the highest type of the whole class. It teaches the pupil to draw not only the particular object, but also the typical object. A course of drawing, then, it is evident, would tend to beget a habit of generalization, and thus the conception be largely exercised and developed.

The person who practices drawing finds it necessary to carry in his

mind forms, which, when presented, could not, owing to circumstances, be copied. Pupils in a course of instruction, in order to prepare them for such exigencies, are required to draw frequently from memory, and thus this faculty receives abundant exercise.

READING — LIBRARIES.— Teachers should talk with their scholars and find out what they are reading. It may be wise sometimes to read with them the very books that they have unwisely chosen and show them how trashy and unnatural are their pictures of life and how poor their style, and so turn their pupils into critics. It is well for the teachers to be in friendly league with librarians. They might become themselves assistant librarians, making of their schoolrooms temporary depositories of certain books, to be lent and returned under their own supervision and changed from time to time. Where country schools cannot take advantage of large libraries, there should be a bookcase in every school-house, provided with certain permanent reference books and, in addition, new and transient books which might be changed and exchanged. When once this new field of school eduration is fairly opened and discussed, practical methods will suggest themselves of the greatest value.

In accomplishing this most desirable end of school education, the training for self-education, public libraries are important factors. In the first place their librarians and assistant librarians should recognize and accept their own position as educators, and this by being well informed as to the uses and general character and contents of books, and their adaptations to interest and instruct various classes of readers; and then by being easy to get at, and mingling freely with the readers, giving the library a kindly air of hospitality. Well, says the Worcester librarian, Mr. Green, "few pleasures are comparable with that of associating with curious and vigorous young minds and of aiding them in realizing their ideals" — in other words, to educate themselves.—*Springfield Republican.*

MENTAL HABITS.— Correct habits of mental action are as essential to clear thinking in moral acts as in the purely abstract. The pupil must be taught to be true to his own memory, to reproduce his own thoughts in the precise language he has once formulated them that he may acquire the habit of repeating to others the precise words, if he attempt it, that he may have heard or read. To this end he must

not only be faithful to his own thoughts and imaginings in giving them expression, but must cultivate the habit of giving an earnest, exhausting attention to whatever he may be called upon to reproduce that he may learn to do exact justice to others as well as himself. Teach him to form correct estimates of his own merits, and he will not be eager to underestimate the merits of others. Teach him to state clearly and fearlessly his own motives, and he will be less likely to make mistake or misrepresent the motives of others. So that the moral discipline to external and internal honesty inevitably accompanies every school exercise, and the moral training of the child should no longer be dissociated from his intellectual training, as though it could be, in any efficient degree accomplished as a separate object of pursuit by simply repeating nursery tales, or glibly rehearsing graver moral precepts. These have their appropriate place and influence, but are no substitute for the overpowering influence of example, supplemented by earnest, devoted teaching by philosophic methods.—*E. Hunt, Supt. of Schools, Newton, Mass.*

EDUCATION is to inspire the love of truth as the supreme good, and to clarify the vision of the intellect to discern it.

HE who would amass virtues, leaving out the guardian virtue humanity, is like a man who leaves a precious dust exposed to the wind.

WE no longer take it for granted that the old methods of education are the best. What the future of our country shall be, what the future of the world shall be, depends upon how we solve the great problem of education.

WITH energy, anyone can make success of life. Capacity and industry always find appreciation and help, and are apt to make themselves all the more useful for their scarcity. All young persons especially, can be, and should resolve to be self-made.

LET teachers remember that attention is the stuff that memory is made of, and memory is accumulated genius. This clear distinction ought particularly to be noted in the classroom. The lack of it on the part of teacher or scholar is absolutely destructive to good results. However bright the mind may be, it can assimilate little unless it also has the power of real thought and steadfast attention.

THE teacher must know how to enter into the hidden recesses of the youthful mind, and from that point work outward and upward.

The pupil is like a treasure in the sea, and the teacher like a diver who goes to the bottom to bring it up. If you do not descend and ascertain first exactly where the child's mind is, you will not bring him up where you are. The descent of the teacher is essential to the ascent of the pupil.

It should always be borne in mind by school boards having the educational interests of their districts in charge, that a rule which is good in the purchase of goods, namely, the best is always the cheapest, applies equally well in employing teachers for their schools. It is poor economy to employ incompetent persons to have charge of the intellects of your children at the most impressible period of their lives. Patrons of schools should, in electing members of the board, take care that they get persons who, while they are not extravagant, yet will spend sufficient money to secure good teachers.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

ABOUT DISTRICTS.

Q. Is not a district entitled to draw school money, under section 554, if it has to build a school-house, although it does not have quite 5 months school?

A. There are 12 months in a year, and 7 of them are certainly enough to build a school-house in. Then part of the work may be done in this school year, and part in the next. It is not a ground on which money can be claimed, where there is less than 5 months school.

Q. The law says (section 412) that no district which has by vote contracted a debt, shall be altered until such debt is fully paid, except etc. What is a debt within the meaning of the law in this section?

A. It may reasonably be understood to mean such indebtedness as is contracted by making a loan, or incurring a liability beyond the present resources of the district. The restriction does not apply to ordinary debts, the means for discharging which are on hand or presently to come into the treasury, in the ordinary way.

Q. After a school meeting has adjourned, and some have gone away, can the voters come together again, and vote money to build a school-house?

A. No, such action would be entirely illegal.

Q. Is a district obliged to pay extra for a site, on a corner bounded by two roads, on the ground that the site extends to the middle of the road?

A. The district obtains a title, if it buys the site, to the middle of the road, for all purposes except the public has the right of way. If the owner is thought to demand an unreasonable price whether on this or any other ground, the town board can be called to act, under sections 477, 478, etc.

Q. Is it in any case legal for a town board to alter a district, the alteration to take effect at any time between Dec. 1, and April 1?

A. Such action on the face of it, is null and void.

THE BOARD.

Q. May the board buy German as well as English school books?

A. If the board has been authorized to buy school books for the district, and German has been introduced as a study, under section 447, the board has such power.

Q. If a male teacher, hired for the winter term, in accordance with the vote of the district, leaves, can the board then hire a female teacher?

A. Not unless so authorized by a special meeting.

Q. Is the board released from responsibility as to the school-house, if a special meeting votes to open it for meetings?

A. The board is not discharged from its duty or discretion in the matter. The district has no power, under the law, to pass any vote on the subject. Such vote amounts merely to an expression of opinion. It is quite conceivable, however, that a board might in some cases wisely be governed by such expression.

THE TEACHER—HOLIDAYS, ETC.

Q. Is a teacher entitled to pay for the time spent in attending an institute?

A. Not unless the board give consent, as provided in Sec. 459.

Q. Is a teacher entitled to the 23d of February as a holiday this year, in as much as the 22d comes on Sunday?

A. Under section 2577 of the Revised Statutes, it must be held that he is.

Q. Can the treasurer justly refuse to sign the contract because the teacher declines to make up holidays?

A. The law does not contemplate that the school is to be kept on holidays, or the time made up. If the contract is silent as to the mat-

ter, the holidays count, and the teacher recovers for the full time. As for signing, the signatures of the director and clerk are sufficient, but the treasurer is not justified in refusing to sign because the teacher will not agree to make up for the holidays, this not having been made a condition when he was hired.

Q. What is the law as to the conduct of children on the play-ground?

A. The unwritten law is that they are to behave properly, and that the teacher is to call them to account if they do not.

TAXES.

Q. The tax returned to the town clerk from this district was not accepted, what can be done? Can the board levy and collect a tax?

A. No, the power is no longer given to the board to do this; but you can proceed under section 474, and borrow the money.

Q. Can the board hire money without the calling of a special meeting?

A. No, the board must be authorized to borrow, and a tax voted.

Q. In this joint district, a mistake was made in the portions of a tax returned to the two town clerks; they were inter-changed. How shall the mistake be set right?

A. One way is to add the deficiency, in the one case, next year, and subtract the excess in the other case, in apportioning and returning the tax at that time, for the same purpose.

Q. Must a tax to build a school-house be voted by ballot?

A. That is not required by law. When money is proposed to be borrowed, the vote on that question must be by ballot.

Q. Can the district vote not to pay any dog tax, if it chooses?

A. It has the same right to do this that it has to vote that no State tax shall be levied and paid—that is, none at all.

THE COUNTY SUPERINTENDENT.

Q. Is a county superintendent entitled to additional compensation if additional territory is placed under his care and his work largely increased thereby?

A. There is no provision of law to this effect, except that at the proper time the salary may be raised.

Q. If the superintendent certifies the whole amount of the allowance for stationery, etc., to be needed, can the county board refuse to allow the whole sum?

A. No such discretion is given them, but it may not always be wise or even just for a superintendent to certify to the whole amount.

Q. Can a county board, sometime before the end of the first year of a term, rescind the resolution under which the county has been divided into two superintendent districts so that the county shall have but one superintendent the second year?

A. The board may rescind this resolution at any time, if they judge it best for the public good.

Q. If the resolution may be rescinded, to take effect in the middle of the term, what becomes of the two superintendents, and what claims have they as to salary?

A. The effect of the rescinding is to abolish the two superintendent districts, as such, and to leave the county without any superintendent—rendering an appointment necessary. The outgoing superintendents cease to draw salary when they cease to be in office. If this office was one created by the Constitution, it would be different.

MISCELLANEOUS.

Q. Can the clerk's wife be appointed treasurer?

A. Under section 513 she can be so elected or appointed, if 21 years of age. The general expediency of such a family arrangement is another question.

Q. If a person is elected director on motion and by acclamation, is the election legal?

A. The election is legal. No particular mode of electing district officers is provided by law. Election by ballot is to be recommended.

Q. If a person at the time of enumeration is less than 20, may he not attend school free the ensuing year?

A. The object of the enumeration is to determine on how many children the district is entitled to draw school money. If a child just turned four comes to the school, it must be admitted, though not enumerated; when a person reaches the age of 20, his right to attend the school free of tuition ceases, though of course he has been long enumerated.

Q. A widow with minor children leaves her farm and goes with part of the children to live for a time with a relative, in another part of the state, and a son goes into an adjoining district and stays, working for his board. Must the children, in either case, pay tuition, if they attend the public school?

A. As nothing transpires in either case which shows any change of legal residence, no *right* to free tuition is acquired in either case, in the district where the children have such temporary sojourn.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

—The most exciting topic of the month has been the Maine imbroglio, which is treated in a separate article below.

—Before our last reached its readers, it was known that the "Ute Commission" had proved a partial failure,—Ouray finding himself unable to deliver up all the parties implicated in the White River outrage, and Gen. Hatch refusing to receive a part only. Ouray, with a number of other chiefs, is now in Washington to confer with Secretary Schurz in regard to the future of his tribe. The demands of the government now are: (1) The surrender of the guilty twelve designated by the Commission; (2) The cession, for due compensation, of the greater part of their immense reservation; and (3) The removal of the White River band from Colorado to the Uintah valley, in Utah. The negotiations are not being hurried, since if a war must be entered upon, it cannot well open until spring.

—The present session of Congress has been, thus far, an unaccountably quiet one. What debate has arisen, has been chiefly confined to financial topics.

—Gen. Garfield, undoubtedly the ablest man in the House of Representatives, has been elected to the U. S. Senate from Ohio, having received a unanimous nomination from his party, an almost unprecedented compliment.

—General Grant is in Cuba.

THE MONTH ABROAD.

—The Afghan war continues to be a center of interest. Last month we left Gen. Roberts shut up in the cantonments of Shirpur, but on Dec. 23 the siege was broken, and on the following day Gen. Gough arrived at Cabul with reinforcements. The English army in Cabul is therefore relieved from pressing danger, but the whole country still remains in a condition of active disturbance and hostility.

—The Spanish Cortez, or Congress, has under consideration a measure for the abolition of slavery in Cuba.

—The new French Cabinet, under the leadership of De Freycinet, has got fairly under way, and thus the French Republicans seem to have successfully passed another crisis. Gambetta, really the chief of the Republicans, is re-elected President of the Chamber of Deputies, a position somewhat similar to the Speakership of our House of Representatives.

—A severe famine is reported in Silesia.

THE MAINE IMBROGLIO.

—Teachers, how many of you have read the accounts of the Maine contest in such a way as to have any connected idea of it as a whole?

Within the past few weeks, Augusta has been the scene of events most interesting to the student of American institutions, and likely to become historical as an indication of the strength or weakness of a republican government, and its capacity to bear an unexpected strain.

In the fall election, the Republicans cast a higher vote than either the Greenbackers or Democrats, but had not a majority over both. Under the constitution of Maine, this threw the election of governor into the legislature, of which the Republicans had elected a clear majority. Nobody questioned the result. But the out-going governor, Garcelon, and his Council — a sort of petty Cabinet — who constitute the Returning Board, sought to introduce Louisiana tactics into New England, by "counting out" enough of the Republican members elect to give the other two parties — now known as the fusionists — a majority in the legislature, and thus the choice of a governor, also. The plot was coolly and thoroughly carried out, and a large number of Republican members were refused certificates of election on the merest technicalities, slight informalities in the local returns, etc., without any regard to the evident will of the voters.

Governor Garcelon's term of office expiring before his successor could be elected, he deputed the care of the public peoperty and the preservation of the peace to President Chamberlain, of Bowdoin College, as Major General of the Maine militia, who proceeded to discharge the trying duties of the position with great dignity and firmness.

Several of the Fusionists to whom bogus certificates of election had been issued, refused to take their seats under any circumstances, and thus the Fusionist legislature was left without a quorum, the Republicans absenting themselves.

Not to enter further into details, the result up to date is the existence of two rival governors, elected by two rival legislatures — the Fusionists, holding certificates of election but without a quorum, in the lower house; and the Republican, composed of rightfully elected members, some of them without certificates, but with a quorum in both houses.

Certain questions submitted to the Supreme Court of the State by Gov. Garcelon, and others submitted by the Republican legislature, were promptly decided by the court in favor of the Republicans on all points.

At present writing, the Republican governor and legislature have possession of the State-house and of all branches of government. Some indication of a resort to violence by the "outs" have led Gov. Davis to call out a part of the militia for the protection of the capitol.

What the exact outcome may be is still uncertain, but the whole affair furnishes an interesting study to the student of political science and history. It is to be hoped, furthermore, that it may furnish an effectual warning to inspectors of elections everywhere, on the danger and guilt of the too common negligence and looseness in the making of their returns.[The affair is settled.— EDRS.]

EDUCATIONAL MEETINGS.

CONVENTION OF SUPERINTENDENTS.

Proceedings of Annual Meeting, Held at Madison, December 31, 1879.

The Convention met in the Assembly Chamber, at 2:10 P. M., and was called to order by State Superintendent Whitford.

State Supt. Whitford was elected president, and Supt. Lunn secretary of the convention.

The following County Superintendents were present: J. C. Rathbun, Buffalo; J. S. Dore, Clark; K. Scott, Columbia; H. Neill (elect), Columbia; C. E. Buell (elect), 1st Dist., Dane; M. S. Frawley, 2d Dist., Dane; Agnes Hosford, Eau Claire; E. McLoughlin, Fond du Lac; W. G. Spence (elect), Juneau; A. Heidkamp, Ozaukee; W. F. Scott (elect), Ozaukee; D. D. Parsons, Richland; J. W. West, 1st Dist., Rock; Betsey M. Clapp, St. Croix; J. T. Lunn, Sauk; F. W. Isham, Walworth; W. R. Taylor (elect), Walworth; J. Howitt, Waukesha; J. H. Tobin, Waushara; T. E. Nash, (elect), Wood.

Also the following City Superintendents: G. M. Bowen, Columbus; R. W. Burton, Janesville; J. J. Somers, Milwaukee; A. C. Wallin, Prairie du Chien; C. F. Ninman, Watertown.

State: W. C. Whitford; J. B. Pradt, Assistant.

Supt. Whitford addressed the convention in advocacy of the following stated features:

1. Superintendents should incite or personally edit more educational columns in county papers. Those columns containing most local items of school doings and management, teachers' queries, explanations of interest to officers, and in general school *news* excite more popular attention, than those containing more extended and elaborate productions.

2. County superintendents might prepare, in durable pamphlet form, for general circulation, a compilation of county educational statistics, information, advice, rules or regulations, course of study, advocacy of reforms and advancement, etc.

3. Special effort should be made to secure the fullest possible attendance, at our public schools. Some county superintendents report most gratifying results in this direction. The compulsory law should be thoroughly advertised.

4. During the past year, too many third grade certificates and licenses were issued in many counties to indicate any intention by their superintendents to revise the standard of education of teachers.

5. The reports of the State Board of Health are eminently worthy of superintendents' sanction and aid in circulating. Much good may result from the interest manifested by this Board in the matter of school edifices, management, and hygiene.

6. Educational attainments by superintendents may yet become a necessity to

deliver us from incompetent ones, who, knowing but little, exact less from their teachers, and perpetuate poor schooling.

7. The course of study printed in the institute syllabus is recommended for thorough trial.

8. For insertion in the Annual Report of the State Superintendent, special reports from superintendents are solicited, as it is noticed that such special reports constitute a very interesting feature. It is recommended that superintendents select some one or more items for thorough observation and cultivation, and embody results in their special reports. In this way a mass of reliable information could be gathered for the main report.

9. Acknowledged the courtesy with which the State Superintendent had been received throughout the State, and the general educational interest maintained.

Supt. West read a paper on "Supply of more Efficient Teacners," which treated of the following points: 1. Teachers' lack of thorough information in the common branches. 2. Similar lack of general information, the teacher's education being usually very narrow in text-books alone. 3. Effort to procure more information in the above particulars, may be stimulated by searching examinations. 4. Many teachers content themselves with an education barely sufficient to obtain the lowest grade of certificate or license. If such persist in this condition, they need weeding out, leaving their places vacant for more promising material. 5. Some teachers have education enough, but are very poor in discipline. These may be improved by judicious criticism during visitation. 6. Normal training should be within the reach of more teachers, and institutes should be more generally attended.

A discussion followed.

Supt. McLoughlin: Before we can have much more efficient teachers, we must have officers who demand them, and are willing to pay them, which is seldom the case. Only a minority of our teachers are interested attendants of our institutes and associations Meetings of school officers may do good by discussing the qualities of good schools and good teachers, and endeavoring to demonstrate their economy, until a demand for them is created.

Supt. Ninman: Demand creates supply, and if the demand be for low qualification, teachers possessing such will be supplied. It will be hard for us to reverse the law of demand and supply. What can be done toward such reversal?

Supt. Rathbun: The number of certificates issued should be but slightly larger than the number of situations for teachers, in any county. By this, the better qualified would be authorized to teach, and would secure the situations.

Supt. Parsons: Enough full grade certificates are not issued in Richland County to fill all its schools. For the remainder of the situations, limited licenses are issued to the most worthy of those failing to obtain full certificates, bearing in mind personal qualifications, as energy, tact, etc., and educational opportunities and interest.

Assistant State Supt. Pradt read a Paper on Securing Better School-Houses. [This paper was given in substance last month.]

Prof. North, thought the Convention of Superintendents a proper body to institute action in the matter treated in this paper.

Prof. Wright spoke of schools kept in veritable hovels, through which the wind swept unchecked, dark, deskless, and floorless; one in particular, in which the seating was a simple ridge of earth. Such houses are a needless disgrace, which no poverty can palliate, and the sooner they are swept away, the better for our advancement.

As Executive Committee for the ensuing year, the chair, on motion, appointed Supts. Lunn, Ninman, and Rathbun.

Carried that the Executive Committee provide for a summer session, in connection with the State Association.

W. C. WHITFORD, *President*

J. T. LUNN, *Secretary.*

PRINCIPALS' ASSOCIATION.

Proceedings of the Session of 1879.

TUESDAY AFTERNOON, Dec. 29.

In the absence of all the other officers of Association, it was called to order by the Secretary, and Mr. Wood, of Oshkosh, was made President *pro tem.*

Owing to the absence of Mr. Burton, the topic next on the programme, "The Marking System," was brought forward by Mr. Beach, who thought that the best results could be obtained by averaging the marks of the daily recitations, with those of written examinations, and with a judgment mark which should express the teacher's estimate of the scholar's work.

Prof. Chamberlin, of Beloit College, thought some record of scholarship desirable, and knew of no better way to get this than to use some modified form of the marking system.

Pupils must acquire *mental power;* and whatever hinders this must be put aside. If the marking system should so intrude, it should not be used.

Principals Clough and Bowen, strongly favored the practice of daily marking, making the record either during the recitation or immediately after it.

It was urged by another principal that the necessity of marking the definite result of each recitation is too mechanical, the teacher being tempted to put the questions in such shape that the answer may easily be marked. He also alluded to the utter worthlessness of marks when used to estimate the comparative standing of different departments of a school.

Mr. Webb, of Milwaukee, was strongly opposed to the use of the system as emphasizing a wrong motive.

Mr. Willis, of Baraboo, did not indorse it.

Mr. Pray, of Tomah, thought that in this way the best work of the scholar would rarely be recorded.

Prof. Kerr, of Madison, thought it not altogether good but necessary. He quoted Dr. Porter in defining what a teacher should be, viz: "An investigator, a communicator of knowledge, an examiner."

I. N. Stewart, of Berlin, thought the practice utterly bad,—worse than worthless.

The sentiment of the Association seemed to be that the practice of daily

markings should only be used where some stimulant is necessary, and when no other device seems effective.

Mr. Wood, of Oshkosh, next presented his paper,—"Some Needed Reforms in Graded Schools." He spoke of the need of more tact and sympathy in primary teaching, and said that salaries should be graded by success.

As perception and memory are most active in the younger scholars, the grade work should be arranged with reference to this fact. Accuracy and rapidity of work should be obtained in lower grades.

Individuals and classes should be promoted at any time when they are ready for it.

He thought most High School courses too long. He would advise that a certificate be given to each scholar upon his completing each study of the course, after a thorough examination, and that he be graduated only after he has obtained the requisite number of certificates. He regarded the supervision of most Graded Schools, as very defective. Each room needs *every day* the presence of a Principal.

Mr. Stewart then read the report of the committee appointed to report on state certificates, the report having been written by Mr. Frawley, of Eau Claire, who was absent.

After the reading it was moved to lay over the report until to-morrow. The Association then adjourned until two o'clock of the next day.

WEDNESDAY AFTERNOON, Dec. 31, 1879.

The Association was called to order by Vice-President Emery, of Fort Atkinson. After roll-call, Mr. Burton, of Janesville, read a paper on the topic, "Should the High School be organized as supplementary to the Common School, or as preparatory to the University or College," giving the opinion that the former should be the work of the smaller High Schools, and that the larger schools should be organized so that they may accomplish both objects.

The report of the Committee on State Certificates was then taken up and discussed at some length.

Mr. Wood thought the present system undesirable.

Mr. Richardson, of Milwaukee, thought the examination too technical, and the experience required, too limited.

Mr. Albee called attention to the real purpose of the State Certificate, and urged that we press for severer and surer tests of success, as a prerequisite for a State Certificate.

After the discussion the report, which strongly condemned the present system, was adopted by the Association.

On motion, a committee was then appointed by the chair to nominate officers for the ensuing year. The committee, composed of Messrs. Wood, Burton, and Sprague, reported the following names: For President, J. Q. Emery; for Vice-President, S. A. Hooper; for Secretary, I. N. Stewart.

The report of the committee was adopted and the persons named therein were declared elected.

The Association then adjourned *sine die*.

J. Q. EMERY, *President*.

A. R. SPRAGUE, *Secretary*.

EDITORIAL.

—We return thanks to those who have sent in their subscriptions for the year in advance, and have more in store for those who may prove like-minded hereafter.

CONNECTICUT has had in force, since 1872, a compulsory education law. It can justly claim to be one of the first States in the world to establish the measure. In fact, for more than one hundred years it has enforced some rigid provisions on this subject. The present law reads as follows:—"Every parent, guardian, or other person having control and charge of any child between eight and fourteen years of age, shall cause such child to attend some public or private school at least three months in each year, six weeks at least of which attendance shall be consecutive; or be instructed at home at least three months in each year in the branches of education required to be taught in the public schools; unless the physical or mental condition of the child is such as to render such attendance or instruction inexpedient or impracticable." No child under fourteen years of age can be employed by any person to labor in any business, unless such child shall have attended some school where the common English branches are taught, at least sixty days of the year next preceding the month in which it shall be so employed. Any person employing a child contrary to this provision, shall forfeit one hundred dollars for each offense.

Certain officers, as State attorneys, grand jurors, school visitors, a State agent, and selectmen of every town, shall recognize any violations of these provisions. The selectmen may, if they find the heads of families neglecting the education of their children, "admonish them to attend to their duty; and if they continue to be negligent, whereby the children grow rude, stubborn, and unruly, they shall, with the advice of the justice of the peace, take such children from their parents, or those who have the charge of them, and bind them out to some proper master, or to some charitable institution or society incorporated in this State for the care and instruction of such children, males till twenty-one and females till eighteen years of age, that they may be properly educated, and brought up in some lawful calling."

IT IS THE DUTY of proper officers to "arrest all boys between eight and sixteen years of age, who habitually wander or loiter about the streets or public places, or anywhere beyond the proper control of their parents or guardians, during the usual school hours of the school term; and may stop any boy under sixteen years of age during such hours, and ascertain whether he be a truant from school; and if he be, shall send him to such school." Any boy so arrested the third time, may be "committed to any institution of instruction or correction for a term not exceeding three years." "Upon the request of the parent or guardian of any girl between eight and fifteen years of age, a warrant may be issued for her arrest, in the same manner and on the same conditions as are provided in the section with respect to boys." The exception is made that the girls may be committed to the State Industrial School for Girls.

THE REPORT of the Secretary of the Board of Education for Connecticut, for the year ending Dec. 31, 1878, says: "The fact that nearly ninety-five per cent. of our children are reported as in schools of all kinds, shows that the law for the prevention of illiteracy has worked beneficently and opened to thousands the door of the school house, otherwise closed to them forever." Of the children as registered in the schools, only 4,779 were over sixteen years of age. The number of children between the ages of four and sixteen years, was returned as 138,407. It seems that but four parents in the state were prosecuted and fined during that year, for violation of the statutes on compulsory education. Calling the attention of parents and the superintendents of factories to the requirements of the law, was generally sufficient to ensure prompt compliance with its pro visions.

THE REPORT OF THE STATE BOARD OF EDUCATION says, in reference to the statistics of attendance, that "they furnish evidence that the efforts which have been made, by legislation and otherwise, to secure to all children of the State some opportunities for education, have been attended with a good degree of success, and so give encouragement for the continuance of such efforts."

SOME OF THE SCHOOL VISITORS of the towns report as follows: "During the past year, the schools have made commendable progress in regularity of attendance." "As regards truancy, there has been a change for the better." "Very few cases of the violation of the law have been discovered, and those few speedily corrected."

DR. EBEN TOURJEE, of Boston, whose European Excursions have been so successfully carried out for two summers, has arranged a still more attractive and comprehensive programme, for next season, which is announced in our advertising columns.

THE OUTLINE of instruction for the Teachers' Institutes this year, has already been prepared by the Regular Conductors. It follows the plan adopted at their last meeting, to confine their work very largely to the studies taught in the Primary department of our public schools.

THE LAW OF PUNISHMENT IN SCHOOL.

Not only do cases arise, from time to time, in which teachers who may have found it necessary to inflict punishment upon refractory pupils, are arrested for assault, but a notion still prevails, in many quarters, that corporal punishment is unlawful; that any teacher who makes use of it is liable to arrest and fine. The effect of this is greatly to weaken the discipline of the schools, where such a notion prevails.

MISS FLORENCE CAMPBELL, of Marshall, in this county, was tried before the Circuit Court in this city, last week, on a charge of assault in whipping an unruly boy. Judge Stewart, in giving the case to the jury, delivered the following charge, which while reaffirming the well settled common law upon the subject, does not omit to point out the limits beyond which the teacher should not go. The jury returned a verdict of not guilty:

It is one of the duties of a school teacher to maintain order in school during school hours, and enforce obedience to reasonable rules. For that purpose, when necessary, the teacher may inflict reasonable corporeal punishment. What

may be reasonable and proper punishment in a given case, depends a great deal on the circumstances of such case. In cases of trial, on a charge of excessive punishment, of course the jury must determine from the evidence how severe the punishment was, and whether or not in the given case, it was excessive or unreasonable. In every case it ought to stop short of brutality, or serious or lasting bodily injuries. Within such boundaries, it may go to the extent of securing the obedience of the scholar, and, of course, should be measured somewhat by the degree of obstinacy, disobedience, and willful conduct of the pupil, even though it leaves some marks upon the surface of the skin or body.

As I have said, the law does not sanction brutal punishment, or such as inflicts great, serious, or lasting bodily injuries, but there may be cases which will cause all right-minded persons to regret that physical strength upon the part of teacher failed to reduce willful, disobedient, perverse, and obstinate scholars to obedience. Punishment should begin in moderation, and if the child then fail to mind and becomes perverse, stubborn, insubordinate, and profane, and continues in such conduct, it may be rightly increased, even though it becomes so severe as to cause the pupil punished to wear its stripes.

In view of the evidence and these instructions, take this case and render such a verdict as you think ought to be rendered, or as is right. Brutal, cruel, and inhuman punishment ought not to be sanctioned in families, schools, or civil government; but those who think that subordination or reasonable and proper government can be always maintained by love and kindness, shut their eyes to the history of mankind, and the propensities which lead some to stubborn, willful, and even criminal disobedience to rules of government and laws, from childhood to age; in instances as innumerable almost as the sands upon the seashore, the best of family and school governments have failed to make good men and women; some, even under such circumstances, become bad citizens, violators of the best laws, making jails and prisons necessary, creating outbreaks in mobs and rebellion against the best and mildest laws and governments.

While cruelty, as I have said, and oppression should be avoided upon the part of all governments, subordination must be sustained. Anarchy is the most unsafe condition that can exist anywhere.

NEW PUBLICATIONS.

THE YOUNGER EDDA.—Also called Snorre's Edda, or the Prose Edda. An English Version of the Foreword; The Fooling of Gylfe, the Afterword; Brage's Talk, The Afterword to Brage's Talk, and the important Passages in the Poetical Diction (Skaldskaparmal), with an Introduction, Notes, Vocabulary, and Index. By Rasmus B. Anderson, Professor of the Scandinavian Languages in the University of Wisconsin. Author of "Norse Mythology," etc. 1 Vol. Crown 8 vo, $2.00. Chicago: S. C. Griggs & Co.

The Eddas are, in some sort, the scriptures of the old Teutonic Mythology, or rather of that Mythology as it received its final coloring from the Norse peoples, and was hidden away and preserved in Iceland. It is only within the present century that it has been much known to the modern literary world. The term Eddas is connected by some with the term Vedas, the name given to the most ancient Hindoo writings; not to dwell on other derivations, some give it the sense in which it is actually used, Prof. Anderson says, in the Elder Edda, viz: Great-grandmother. We may regard these unique writings then, as the voice of a remote maternal ancestor, teaching us the religion of our Teutonic progenitors. The Younger Edda is to the Elder somewhat as the New Testa-

ment is to the Old. In both cases the older is the most poetical. The younger is, in fact, called the Prose Edda.

The old Norse Mythology is rugged and strong. To pass to its study from that of ancient Greece and Rome is like going from Greece or Italy to Norway or Sweden. While the Norse gods, giants, etc., partook of human passions, they are cast in a heroic mould. Their deeds, whether good or evil, were Titanic. There is something sublime in the extravagance of the delineations of the doings of Ymer and Loke, of Odin and Thor and the rest; but as the semi-arctic landscape of the far north, whether in summer or winter, is not without its softer features, so this rugged northern Mythology has its gentler characteristics, in its Balder, the Good; Brage, the Song-Smith; Heimdal, the Watcher of Asgard, the dwelling of the Gods; Frey, the God of Sunshine and Fruits; Freyja, his sister, the Goddess of Love. But in the brief space at our command, we cannot give even a meager outline of the ancient belief recognized in the Eddas nor of the varied contents of the Younger Edda, the volume before us. The title-page, however, recited above, gives some notion of it. It is just to say in conclusion, that Prof. Anderson in this happy translation, in his "Norse Mythology" and other publications, has done more than almost any one to open the rich mines of ancient song and lore so long hid away in the far island of the north. Largely through his aid these treasurers are to pass yet more into the literary coinage of the world. Noticing the "Home of the Eddas," a recent account of a sojourn in Iceland, the *North American Review* speaks of the "large infusion of Scandinavian legend and rhapsody that has entered into the common fund of knowledge shared by cultivated persons, through version or paraphrase during the past quarter of a century." Prof. Anderson's last contribution is one of the most valuable of all.

An Elementary Greek Grammar. By William W. Goodwin, Ph. D., Eliot Professor of Greek Literature in Harvard College. Second Edition. Boston: Ginn and Heath.

All teachers of Greek will be glad to hear of this new edition of so excellent an elementary grammar of the language. This edition is not only an improvement upon that of 1870, but contains considerable new matter. The part relating to the Inflection of the Verb especially, has been re-written, and enlarged from fifty to one hundred pages. The proper method of teaching the language is discussed briefly, and the modern or "natural method" highly approved, while some very sensible suggestions are made in regard to pronunciation. It is one of the contradictions so often met in this world, that while the apparatus and facilities for studying Greek with pleasure and profit, are so much improved, we hear so much said against it. But it will long maintain its ground as one of the finest of all means of mental culture.

Milton's Paradise Lost (Books I. and II.), and Lycidas; with Notes, etc. By Homer B. Sprague, A. M., Ph. D. Boston: Ginn and Heath.

Mr. Sprague, formerly Professor of Rhetoric and English Literature in Cornell University, with much other experience as a teacher, and now Head-Master of the Girls' High School, in Boston, is well fitted for such work as this. It is just what is needed to introduce students to the strength and beauty of Milton's

somewhat austere muse. The Paradise Lost everybody supposes is one of the few great epics of the world; but it is immeasurably more praised than read. This volume will help much to diminish this inequality, and to increase a taste in the young for solid and substantial literature. The exquisite monody of Lycidas, was a sort of herald of Milton's coming greatness, following the appearance of Comus. It is edited with much care and skill, and adds greatly to the value of the volume as a school book.

THE SCIENCE OF EDUCATION. By John Ogden, author of "The Art of Teaching," etc. Cincinnati and New York: Van Antwerp, Bragg & Co.

Mr. Ogden is a veteran teacher, of large and varied experience, and all that comes from his pen is deserving of attention. The book before us may be considered as embodying the results of the reflections upon the broad subject of which it treats, of a man whose wide experience in normal, as well as other schools, entitles him to speak with some degree of confidence. Mr. Ogden, however, modestly disclaims any intention to write for those "who may feel they have no need of help." The secondary title of the book, "The Philosophy of Human Culture," is perhaps the truest to its design, as it deals more with the philosophy and morals, than the principles and the technics of the science. We think the more thoughtful and conscientious class of teachers will welcome it.

SHAKSPEARE'S JULIUS CÆSAR. By Henry Hudson. Boston: Ginn and Heath. In paper cover, 30 cts.

Prof. Hudson has prepared some fifteen separate plays of Shakspeare, for use in schools and classes, and his ability as a Shakspearean scholar is not surpassed, if equalled. He holds that learned criticisms about an author, do not give to the pupil a knowledge of the matter concerning which the author is writing, but that he must read freely for himself with suitable helps. These helps he well supplies, and the great historical play of Julius Cæsar is here presented in a most admirable form. We would suggest the formation of Shakspearean classes, by persons of literary tastes, using these little manuals, and securing thereby, under a good leader, much delightful and profitable recreation.

A SYSTEM OF MORAL SCIENCE. By Laurens P. Hickok, D. D., LL. D. Revised with the Co-operation of Julius H. Seelye, D. D., LL. D., President of Amherst College. Boston and Chicago: Ginn & Heath.

This work is a careful revision of Hickok's orignal text-book of Moral Science. The great excellencies of that book in systematic treatment and scientific precision, are retained in the present edition. Many parts of the book have, however, been entirely rewritten, modifying the original statements where this was necessary for clearness, and adding new discussions where this was necessary for fullness. To the many teachers who have used the original text-book, we can confidently commend this new and revised edition; and to others, who would like a manual in which the principles of morality are expounded in a manner as truly simple as it is thoroughly scientific. Sample copy, $1.00.

MESERVEY'S BOOK-KEEPING, Single and Double entry. By A. B. Meservey, Ph. D. Boston: Thompson, Brown and Co.

This is a concise, clear, and practical manual of moderate size, yet sufficiently full to give a thorough knowledge of the principles of the subject, such as will

enable the pupil to intelligently arrange the records of business in any occupation in accordance with the recognized principles of book-keeping. It presents the best method of teaching the subject, and conforms to the best business usages, and though a new work, has been extensively introduced, and has awakened a new interest in this important study. Teachers can address Thomas H. Bush, agent for Thompson, Brown & Co., 70, Metropolitan Block, Chicago, for terms, etc.

THE NORTH AMERICAN REVIEW, for February, contains an oracular utterance on the Roman "Catholic Church," by Cardinal Manning, illustrating how an Englishman can go back to the dark ages and swear by Hildebrand; our Wisconsin senator, Mr. Howe, discusses the third term, in connection with General Grant, and makes out a pretty good case, if his premises are all sound; Admiral Ammen handles M. de Lesseps and his canal somewhat roughly; Geo. Augustus Sala contributes a good-natured article on his experience in America; Pres. Jas. C. Welling gives an interesting account of the Emancipation Proclamation; and in a notice of recent English books, we have a short review of the "Sacred Books of China and India," "Machiavelli and His Times," and of the "Home of the Eddas." The number is of varied and of fresh interest.

THE DOMESTIC MONTHLY, for February, says the new styles are met this year by a never excelled variety in draperies, affording an unusually wide range of choice, and abundantly proving the universal taste for change which is a marked tendency of the present time. The Literary Department opens with a poem by Howard Glyndon, and Part I. of a story entitled "Three Times and Out," by Rose Terry Cooke. This last will run through three numbers of the magazine. Taken as a whole it is a very attractive number. A reduced copy is published of Faed's portrait of Washington, the large engraving of which is now offered as a premium for a small advance on the subscription price. THE DOMESTIC MONTHLY is published by Blake & Company, corner Broadway and 14th Street, New York, at $1.50 per year, inclusive of pattern premium. Specimen copies 15 cents.

RECEIVED.

From Thompson, Brown & Co., Boston, "The Musical Guide, for Instruction in Vocal Music," by W. S. Tilden, Thos. H. Bush, agent, 70, Metropolitan Block, Chicago.

From R. M. Carroll & Co., Cincinnati, "Every Day Songs," for schools, etc., by Henry Schœller.

From T. S. Denison, Chicago, "Is the Editor In," "Kansas Immigrant," "Irish Linen Peddler," and "An Only Daughter," school and social dramas; price 15 cents each.

From J. E. Sherill, Danville, Ind., "The 'Normal Teacher' Parsing Book," by F. S. Adams.

NOTES.

SUPT. BUELL, of Dane county, reports that he has visited 52 schools in his district during the month of January.

THE WINTER TERM of the Darlington high school opens with seventy pupils in attendance, and some more expected.

DR. JOHN A. MACDONALD, late superintendent of schools in Chippewa county, has again commenced the practice of his profession.

SUPT. MCCLEARY, of Pierce county, expects to bring the course of study for the ungraded schools prominently before his teachers at his spring institute.

JUST as all his friends expected, Prof. T. C. Richmond, the principal of the public schools at Brodhead, is succeeding finely. The fall term's work is highly commended.

FORTY-FOUR of the principal cities and villages of Wisconsin (including all but one of the nine cities containing more than 8,000 inhabitants) use Harpers' Language Series in whole or in part.

PROF. L. W. BRIGGS, the director of the model department of the Oshkosh Normal School, reports 71 pupils in the grammar room, 39 in the intermediate, and 35 in the primary—total 145.

ACCORDING to the recent message of the newly elected governor of Massachusetts, the average attendance on the schools of the State has increased 7 per cent. through the influence of the compulsory education law.

SIXTY-SIX normal institutes were held in Kansas last year, at an expense of $18,357.17; of which $15,941.33 was for instruction, and the balance for incidentals. The sessions were from four to six weeks each, and they were attended by 6,050 teachers.

PROF. EDWIN SWINNEY, principal of Fountain City graded school, spent the holiday vacation at his home in Walworth county. Northern climate is agreeing with him, for he never looked healthier. He is a most efficient teacher, and is succeeding finely in his school.

THE JANESVILLE PUBLIC SCHOOLS opened the winter term January 12th, with the attendance of 1,287 pupils—643 boys and 644 girls. Prof. Burton, the superintendent, says: "In dividing an assemblage of humanity, according to sex, we seldom get nearer half and half than that."

THE WINTER TERM of Big Foot Academy, at Walworth, opened Monday, Dec. 5th, with 60 scholars. Prof. O. E. Larkin, and his assistant, Miss Minnie H. Douglass, came back looking fresh and vigorous after their two weeks of vacation. A very profitable and successful term of work is anticipated.

THE *Educational Weekly*, in noticing Prof. Salisbury's work on "Phonology and Orthoepy," says: "The work stands alone, and it will be some time before anything else can take its place. It treats of an important subject, necessarily involved in all school work; it should be studied by every teacher."

SUPT. MCCLEARY, of Pierce county, has arranged for eight meetings of his teachers this winter, in different portions of his county, closing up with a private institute the second week in March. He has adopted an interesting programme of work for these meetings, embracing discussions on some points in each study taught in the common schools.

THE SCHOOL BOARD and the principal of Free High School, at New Lisbon, advertise that pupils from a distance will be received into the school and charged the tuition of $1 per month. The courses of study, they say, are "peculiarly well adapted to assist those who desire to become teachers." The school has been doing excellent work the past year.

CARLETON COLLEGE, at Northfield, Minn., has been visited by a trial of fire. The main college building, a fine stone structure, costing $28,000, with valuable cabinets of minerals and of natural history, was burned on Tuesday, December 23. The $12,000 of insurance will help to rebuild, and the managers appeal to churches in the West to aid in the time of trial.

PROBABLY never in the history of the schools of Walworth county, was there such a general intermixture and conglomeration in the kinds of text-books used. In many localities, not two schools use the same class of books, and often classes in the same school are working in two or three different series of readers. Fortunate is that district which, having a good series of text-books in use, has "let well enough alone."

EX-SUPT. O'HERRIN, of Milwaukee County

is in charge of a country school of sixty pupils. He writes that he has arranged them into the three forms, as provided in the Scheme of Studies for Ungraded Schools, published by the Institute Committee. He has four pupils in the upper form. At first the children were a little puzzled with the new arrangement, but since they have come into good working order. Some of his old teachers in that county are also trying the scheme.

SHELDON & Co., New York, have brought out *The First Principles of Political Economy*, by Aaron L. Chapin, D. D., President of Beloit College, and author of *Wayland's Elements of Political Economy as Recast.* The work springs from the success of the former, and has been prepared expressly for the use of high schools and academies. Particular attention has been paid to concise and simple statement, and the whole has been compressed within a 16mo volume of 225 pages.

SUPT. PARSONS, of Richland County, writes in respect to the Teachers' Library of his county, as follows:

"Our library is increasing very rapidly. We now have 284 volumes, and the books are so distributed that they are within the reach of the people. All classes of people are now taking an interest in it, and membership is increasing very rapidly."

"The Compulsory law has," says Supt. Parsons, of Richland County, "greatly increased school attendance in this county, and it is also much more regular. It is not uncommon, in my visiting, to find pupils from ten to fifteen years of age reading in the primer or first reader, and this, in nearly every instance, is the result of the law. The teachers are doing what they can, the officers generally are doing their duties, and the people appear to be in earnest in giving the law a fair trial."

THE Ripon *Free Press*, after giving an account of the meeting of some citizens of that place, the 6th of last month to consider the subject of uniting the two high school districts of that city, and after referring to some earnest remarks of Mr. Town, the postmaster, publishes this item:

"This was followed by an excellent speech from W. C. Whitford, defending the high schools, and saying that about one-half of the teachers alone in the state were getting their education in our high schools. He also showed that the common schools of this country sprang from the high schools, and that the excellence and life of our common schools depended upon our most excellent high school system. He said that our expenses for high schools were more than they should be, because of their being two schools. No city in the state, like situated, had two high schools. Our expenses would be much less if united. The short address was well received."

PROF. A. A. MILLER, principal of the Waukesha Union school, publishes in the *Freeman*, of that place, a report of the last fall term. In it he gives the standard of the pupils in conduct and in their studies. In the former, we notice that twenty pupils are marked one hundred. The average attendance has been 90 1-5 per cent. of the enrollment, including the second primary department. The cases of tardiness number 852, of these, 107, nearly one-third, were in the ungraded department.

Several students from outside the district have gone elsewhere, because they could not be accommodated with the studies they desired to take up, and some who live in the district are compelled to go to other schools, even away from home, for the same reason. The question of enlarging the course of instruction, so as to accommodate this rapidly increasing class, ought to be one of public importance.

THE *Inter Ocean* for Dec. 25th last, contains the following:

The winter term of Milton College opened last week. Several of last term's students and a number of new ones will not enter until after the holidays. The policy of the present subdivision of the college year is questionable. Many think it would be better, in several respects, to have the fall term continue somewhat longer, and to have the winter term begin immediately after New Year's. The institution is prospering. The work done is thorough. The excellence of the academic department is demonstrated in the college classes, where a comparison of the scholarship of those who received their preparation for college here with that of those who were prepared elsewhere, shows that the former almost invariably lead the latter. The Iduna Lyceum and the Philomathian Society hold their holiday entertainments this week, in which the best talent of each will put forth every effort to out-do last year's exercises. The programme promises a good time.

PROF. HENNEQUIN, of Michigan University, in a recent address before the teachers of that state, in reference to the much discussed question of methods in teaching the modern languages, stated that the "old methods" have defects, which he pointed out and suggested remedies therefor. The so-called "new method" is much more defective. It is superficial, and the results obtained are of the most unsatisfactory nature. A complete outline of a course in French and German was then given, showing how the theoretical and practical features of the study of the languages could be carried on hand-in-hand. The ability to speak a language was based upon a scientific knowledge of the grammar; but the study of the grammar should not be the only means employed to impart a good knowledge of the colloquial French and German. The "new method" gives too much attention to

conversation; the "old method" too much attention to grammar. The one depends on the other, and both should be taught simultaneously.

Gov. SMITH, in his message this year, makes the following statement in reference to the public schools:—

"I believe our schools are improving from year to year, particularly the rural district schools, where the mass of our people receive their education, and that this improvement is due, in a large measure, primarily to the zealous and intelligent labors of State and County Superintendents, and the enthusiastic co-operation of the professional teachers who have graduated from our Normal Schools and State University, and the excellent colleges and other institutions of learning not in any way aided by the State. It is, therefore, a serious misapprehension to assume, as I fear many do, that the only justification and reason for expending the large sums of money necessary to equip and maintain our Normal Schools and University, are to be found in the direct and primary results of their labors in furnishing the opportunity and means of education to the pupils in attendance. These results, though in and of themselves by no means unimportant, are among the least of the benefits conferred by these institutions. Their full fruition is not seen without including the public schools proper, and the good therein accomplished."

THE FOLLOWING EXTRACT from the message of Gov. Smith shows how tenderly he regards the class of unfortunate children mentioned by him:—

I cannot forbear in this connection calling attention to the unsatisfactory provision made by the State for the care of dependent children who are simply poor and without homes. The authorities are by law wisely prohibited from sending them to the poor-house, and with equal reason ought to be prohibited from sending them to the industrial schools. They ought not to be brought into association or contact with paupers, or with children who are incorrigible, or have begun criminal practices. Their true places are in the thousands of homes where they are needed and would be welcome, where they could confer as well as receive benefits. Institution-life at best is but a poor substitute for home, and in the cases of these children should be only a halting place and distributing station. The more I reflect upon this subject, the more positive become my convictions that the next public enterprise to be undertaken in Wisconsin should be a school for dependent children, separate and distinct from the industrial schools."

SUPT. ISHAM, of Walworth county, closes his last term of most efficient work, with the following words:

"The four years of service in connection with the office of Superintendent, have been fraught with many pleasant and profitable experiences. I take especial pleasure in testifying to the cheerful and ready endeavor of the teachers of the county in promoting the educational cause, and in seconding every effort of the Superintendent in this direction. I believe there has been a steady progress in all directions, owing largely to the salutary effect of teachers' institutes and normal school training, as well as to great care in the licensing of only such teachers as are believed to be competent, and a greater disposition on the part of school boards to familiarize themselves with the details of their important work. The duties of the Superintendent's office will ever den and of the incumbent a great amount of patient, earnest, unostentatious work; his motives may often be misjudged, and his most self-denying efforts may go unappreciated, but the path of duty is ever plain. For the many kind words of encouragement, the many expressions of intelligent sympathy from the lips of teachers and school officers, for the many hospitalities and favors received of the kind-hearted people of the county, I have feelings of deep and lasting gratitude."

THE BOARD OF EDUCATION of La Crosse decided to reduce the salary of the city superintendent of schools from $1,200 to $800, this year. Prof. C. W. Roby, who has held the position the past three years, declined to be a candidate for re-election; and J. J. Fruit, Esq., a former principal in one of the ward schools of the city, was chosen in his place. Mr. Fruit was the unanimous choice of the board, after Prof. Roby had signified his declinature. He is a lawyer in successful practice. The *Democrat*, of La Crosse, thus speaks of Prof. Roby's work:

"For the past three years he has been in the very heart of the work, with which he is as familiar as any of the teachers. He systematized. He formulated a complete and specific course of study in the place of one of no account, or inferior. The high school course has been made a thoroughly practical work, and ample time allowed to make this an efficient one. He has toned down many useless and ornamental features. He entered into this business with the natural pride of a man who aims high in his chosen profession—as the lawyer in the preparation of his case, or the editor in his presentation of news. He created a bond of sympathy between the teachers, with each other and himself—and by his example drew around him competent and earnest workers to one end. That end was the highest efficiency in all the branches of instruction. He let everything else go for this, and suffered himself to be known in society as a cold and unsympathetic man, because devoting himself only to his business. From these teachers all of this can be ascertained. In no better way can all of this be shown, than in the increased attendance and punctuality of scholars. We find in the last report the remarkably high per centum of 96.48 on the number which belonged to the schools. Since Mr. Roby accepted the superintendency, the enrollment has increased from 1,500 to about 2,000.

THE people of Cady Creek, a district in Pierce Co., have organized a reading school. Persons attending are required to pay twenty-five cents, which entitles them to membership The money is to be used in purchasing a library.

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THE POSSIBLE READING CLASS.

[Paper read before the State Teachers' Association, at the semi-annual session, Dec. 30, 1879, at Madison, by Miss M. E. Hazard, of Beloit.]

This present day is witnessing a revival of many things in literature, and all departments of art, which have hitherto been suffering from neglect. Not that this generation would intentionally underrate the achievements of their elder brothers; but in the rush and noisy movement of these later years, they have lost sight of them and their work. Now, as by a common impulse, the intellectual world turns back to these silent records, and finds them eloquent and potent still.

"And lo! the cycle round again,
The new is as the old."

Our ancestors were wiser, in many respects, than we are now; and having passed through successive stages of opinion, we may already have reached that mental altitude which the son assumes who is willing to acknowledge that his father knows as much, and perhaps more than he does. Until this point is attained, our boasted wisdom is but foolishness. The car of progress should not be like the ponderous and unreasoning Juggernaut, but rather like the triumphal chariot of the Roman conqueror, followed by the great and the wise of all the ages that are passed.

Among rugged hills, by lonely roadsides, on wind-swept prairies, stand the country school-houses, humble and unpretentious; but whose structure is imperishable; for within their narrow walls the noblest sons of America have learned the alphabet of their future greatness. "The three R's" have been the guides by which they

have found the world's great thoroughfares, and by which some were led to the supreme place in this great republic—a prouder seat than the throne of the Cæsars.

With the first of these mystic letters we have to deal; and it is another proof of the old-time wisdom that the alliterative formula has Reading for its initial term. Reading first, in the old days; Reading first now, when we have seen how important a space it can and should fill in our school economy.

In these days of which Solomon must have had a prophetic vision, when he wrote, "Of making many books there is no end;" the number and variety of Reading books do not suffer by comparison with the number and variety of text-books upon other subjects. But while the compiler of each series has, of course, a definite plan in his own mind, no other class of books leaves so much to the judgment and option of the teacher.

Our Readers are arranged in accordance with the now obsolete definition of the word "text-book:" "a volume with wide spaces between the lines, to give room for observations or notes." Often, too often, these wide spaces remain unfilled, when, in fact, no other study affords finer opportunities for imparting knowledge.

The plan here proposed is one which may be adapted to the capacities of pupils of any age. Having passed the portal, the inscription over whose arch has for its initial and final, A and Z, the little feet will find the way opening out before them more widely with each successive step, and if the path does not grow more pleasant as the view expands, it is the fault of the guide alone.

The sturdy Anglo-Saxon has given us, straight from his nervous vocabulary, the verb *to read;* and if we consider the several acts implied in the definition of the word, we shall have in our hands the key with which we may unlock chambers hitherto, perhaps, unfrequented or unopened.

The primary meaning of the word *read*, is "to utter aloud," and this brings us directly to the subject of Orthoepy. The first stone in the structure which we seek to rear, is the proper management of those physical organs which assist in forming the voice. It is needless to say that a mere knowledge of physiological terms learned by rote, will not suffice. A knowledge of technical terms is necessary in every subject, but of themselves they are the dry bones which must receive, literally, an inspiration, an inbreathing from the warmth and energy of the teacher, else they are dry bones still.

But the value of instruction in this department lies in its daily application and exercise. And just here we notice a feature peculiar to Vocalization, as well as a difficulty which we do not meet in the same degree elsewhere.

Those studies whose excellence depends upon correct and finished vocalization, cannot be acquired at any period, and then set aside, but require almost unremitting attention. The prima donna must continue her daily exercises, no matter how brilliantly she shines upon the operatic stage. The diamonds and pearls of melody must not lose their polished setting of daily and hourly practice. The actor and the orator will lack their fine cadences, if they suffer the mechanism of the voice to grow rusty from disuse. It is related of Jenny Lind, the peerless, that day after day she performed her self-imposed routine, walking rapidly up and down stairs, climbing and descending, meanwhile the musical scale, with all its permutations. The Hamlet or the Shylock of Edwin Booth seems to us perfect; yet, through all these years, the great actor omits no rehearsal, going through his part each day with conscientious care. So with all these exercises which tend to strengthen the voice; they are the store-house from which we must continually draw.

We come next to Phonology, "the science or doctrine of the elementary sounds uttered by the human voice." As a science, it commands our consideration; as a doctrine, it supposes a teacher, and that teacher is found in the principles of the science itself.

In this department of Reading we are inconsistent, if we do not accord to it the place to which it is justly entitled. When we begin the study of any language, ancient or modern, we address ourselves, first, to the mastery of its phonology. As concerns the continental languages, our severest criticisms are passed upon the teacher who neglects to make emphatic the careful enunciation of the elementary sounds, and their place in correct pronunciation. We theorize and conjecture as to the probable phonetic vocabulary of the ancient Greeks and Romans.

We translate the burning orations of Cicero, or the caustic Philippics of Demosthenes, but we long to hear those magic periods as they fell from the lips of the world's greatest orators. We see the wild hordes of barbarians hurling themselves against the civilization of a great Empire, and we strain our ears to catch their sharp, quick utterances. But when we turn to our mother tongue, the language which has gathered to itself the wealth of all languages, through all the ages, we neglect to do it honor.

Is not this rank inconsistency?

As a distinct branch of study, Phonology is a revival of past methods, and, very fortunately, shares in the general renewal. It was made a careful study in the ancient schools of oratory. We cannot easily imagine a Greek careless in any art, for the incomparable attainments of that wonderful nation were the natural and direct results of assiduous effort. That phonology was very properly regarded as a requisite in oratorical excellence, appears from the very nature of the Greek language; for its intricacies of modulation require, for correct utterance, careful training of voice and ear.

Just now, when the attention of teachers and pupils is turning to the study of phonology and its consequent branch, Orthoepy, the inquiry is most pertinent, what is the scope of this part of reading? It is to be first observed that the study of the elementary sounds of any language should be treated as the *means* to attain an end, not as an *end.*

When any reform in school methods is begun, there is always much unintelligent, and therefore misdirected effort. Such teaching may have the merit of honest intention, which, in a measure, disarms criticism, but it is ineffectual, nevertheless.

Two methods of dealing with this subject are in use: the one gives exclusive attention to Phonology for a certain time, during which the other departments of Reading are suspended; the other assigns to it a certain portion of each day's exercise. It is questionable whether the first plan can be generally adopted.

Being considered an innovation, the machinery which is to introduce it must be carefully treated with the lubricating oil of tact and skill, so that the plan may work noiselessly and effectively. More lasting results are obtained when the instruction in this branch is more gradual. Pupils may learn readily enough, the "diacritical marks," but they cannot so quickly learn the sounds to which these marks are the key, to distinguish them afterwards, to secure a clear mental impression, so that always thereafter they may find correct vocal expression. A photograph containing many figures lacks the peculiar beauty of the fine sun-picture, distinctness. To precipitate upon a class a mass of new material, and new methods, with much assumption of authority, very naturally awakens the obstinacy which slumbers in every human heart, and the obedience which may be exacted in the class room is only nominal and temporary. Except, therefore, in schools of training, to devote weeks to the exclusive study

of phonology, would be detrimental to the success of the class. It is an established principle in decorative art, that a design is beautiful in proportion as its beauties unfold themselves to careful study. In like manner, a reform in methods of teaching gains in strength and interest in proportion as it is gradually developed; the work of each day has the charm of novelty, while it supplements the work which has gone before. The pupils are thus led along in "paths of pleasantness and peace," for no opposition is aroused, the ear and voice are trained to nice distinctions, and the work is done thoroughly and well.

Again, we do not pursue the study of English as we do that of other tongues. With other languages we start as strangers, and can make but little progress until the principles of pronunciation are thoroughly acquired. But we have grown up with the English language, and faults in its use must be carefully corrected with "here a little, and there a little," just as faults in our physical and moral constitution must be overcome.

The past ten years have witnessed many changes in our public school system, and these changes the old-line conservatives combat with many objections. Of the two methods of meeting this opposition, viz.: by argument, and by practical application, the second is, as we know, by far the most effective. The two classes of objections to the attention bestowed upon Orthoepy, those who condemn it as pedantic, and those who know not what they condemn, are not easily silenced by argument. But they cannot hold their intrenchments long, when the standards of the enemy are carried by the cherished ones of their own households. For no knight of the olden time was ever more faithful to his sovereign, or more jealous of that sovereign's honor, than the pupil who recognizes in his instructor, not only a friend but a guide; and he goes forth a genuine young crusader, to fight against ignorance and error.

We turn next to that part of our subject which has found expression in the phrase, "analysis of thought." And here we find a still broader field for the industry and ingenuity of the teacher; but he must not stop here, the goal lies beyond. This department of reading is not an invention, "a causeless and unreasonable change," but simply an application to this study of methods deemed legitimate in all others. We call that teacher careless, indifferent, or ignorant, who, having assigned a lesson to a class in any other branch, should allow any portion of the text to pass unexplained. Why except Reading? If the members of the class are too young to acquire the information

by their own efforts, they should receive assistance from the teacher. At all events, no word, phrase, or sentence should be left dark and unintelligible, and this need never be the case; for the efforts of the pupil, directed by the teacher, will make of any lesson in any Reader, (whatever the series) a veritable illuminated page, far surpassing the curious manuscripts of mediæval times.

If the plan here indicated is begun with the youngest classes, fewer difficulties will be met, for here, as elsewhere, the field of study enlarges as the pupil ascends the steps or grades of his course. If, however, this method is a step toward reform, there are some obstacles in the way, though not insurmountable.

According to the too common interpretation, "to study a reading lesson" means, in the mind of the class, to say as many words as possible in the shortest time, and the boy or girl who by virtue of a fluent tongue, has "read the lesson over ten times," has especial claim to the approval of his classmates and teacher.

We all have felt the chill of that subtle current, which, moving as rapidly and as silently as its kindred currents in the physical world, warns us that there is a conflict of forces. The silence, the swift glance that no authority can control, the very atmosphere, tell us that for the moment we are one against the many.

Such an atmosphere pervades a class of automatic readers, when told for the first time that a reading lesson can be studied the same as any other. But, after one lesson, the skillful teacher can demonstrate the possibility of such preparation, and it is his fault if the class are not fully in sympathy with him, thereafter.

In pursuing this analysis of the subject-matter of the lesson, the unity of the plan should be kept in mind. First, the lesson should be so assigned as not to encroach upon other studies; it is inconsiderate and unwise to assign work which cannot be done within a reasonable time. Again, the symmetrical development of the lesson *requires* only so much analysis as is necessary for the proper understanding of the selection, or as is subservient to the author's purpose. The study of the derivation and the original meaning of words with older pupils, is desirable; but, however interesting Etymology is, it is a great time-consumer, and, insensibly, it will detract from the other features of the lesson.

It must be borne in mind that while Reading thus pursued, has a wide scope, it must not be turned entirely into any one channel. Upon this course, "hobbies," or, to speak more elegantly, specialties, must

not be entered. To avoid this fault, there must be special preparation for each lesson on the part of the teacher. Very many teachers consider Reading one of those branches to be disposed of with as little trouble as possible. The classes must be "heard," but the letter, not the spirit of the law, is fulfilled. A happy thought may flash across the mental vision, like some bright-winged bird; but to wait for and depend upon the inspiration of the moment, is disappointing and unprofitable. Here, as in all other studies, a definite plan is a strong element in success.

In connection with the work of analysis, should be briefly considered the benefit derived from some acquaintance with the authors of the selections read. By many, perhaps, such study will be considered unessential; but properly directed, it becomes a feature of the lesson both pleasant and profitable. As a rule, the selections in our Readers are gathered from standard authors, and among the names thus presented we find the historians, the statesmen, the essayists, the poets, and those who have stolen into the great heart of Nature, and read therein her choicest secrets. The fresh, eager minds before us are quick to feel the inspiration from the lives of the good and great, and the lesson perhaps somewhat dull before, becomes, instead, a leaf from a beautiful book. Moreover, very often new light is thrown upon a subject by a knowledge of the author. In one of our Readers is a selection from the writings of Leigh Hunt, entitled, "A Flower for the Window." A new interest is aroused in the piece, when we learn that these same flowers blooming in his grated window, were the faithful friends which cheered the gentle poet during two years of imprisonment for the crime of speaking the truth. The maxims of Poor Richard are couched in homely language; but the plain words become transfigured when we know that they were uttered by the man who "never failed to speak the right word in the right place," whose memory shall endure when the noisy demagogues of to-day are forgotten.

A still stronger argument in favor of the study of Biography is found in the fact that it tends to cultivate a taste for good reading. Few, comparatively, of the pupils in our public schools complete a course of study; very many never enter the High School; and "eighty per cent of the children of this day leave school without having had any other instruction save what they have gained in the 'primary' classes, whose reading has been confined to the brief lessons found in the school readers." It should, then, be our constant aim to give

instruction which shall not only be of value in itself, but shall awaken a desire for that which is pure and good. An experienced American librarian writes: "When the habit of reading is once acquired, the reader's taste, and hence, the quality of his reading, progressively improves." The taste, the judgment, the mental and moral development of the pupil may be determined by the policy of the teacher; and the conviction comes home to us here, as in every other stage of our work, that the destiny of the citizen is moulded during the days when he is a pupil at school.

The secondary meaning of the verb *read*, "to take in the sense of, to comprehend," is consequent to the analysis of the subject-matter under consideration; and this comprehension having been gained, the correct expression of the text follows, as effect follows cause. An eminent authority defines good reading as "the expression, in vocal tones, of the thoughts and feelings of a composition." It is a common belief that Reading and Elocution are distinct branches. On the contrary, the second results from the first, indeed is included in the first, for Elocution correctly defined is "a pleasing and effective delivery." Such delivery, therefore, we should seek to obtain from our pupils. In the course of the lessons studied we shall find a wide range of thought and feeling, and to express these varying sentiments, many kinds of tones will be required. By a judicious adjustment of these differences in tone, the voice is made expressive.

The objection may be raised that in the limited time assigned to recitation, the degree of excellence here indicated cannot be attained. Having gained by careful analysis a correct conception of the lesson, the pupil is not content with careless reading; of his own accord he will "try again." "*Let the teacher see to it that at every step he is thoroughly master of the lesson in all its bearings.*" Let him bear in mind that *the standard of excellence is determined by himself.* Upon the hall of the Delphian temple in Athens was graven the legend, "Nothing is impossible to industry," and its truth has never been gainsaid. What cannot be attained by energy and perseverence, the two most powerful factors in the mathematics of human life? Let Demosthenes answer, who was awkward, diffident, with feeble voice and stammering tongue, yet before whose matchless eloquence, modern oratory in its highest efforts, must still remain in eclipse. Every pupil before us has better natural gifts than Demosthenes. Who can look such possibilities in the face, and not tremble lest the flowers wither in his grasp?

Not many years will elapse before the pupils now committed to our charge will pass into the larger school of active life. Every lesson learned by them at our hands will leave its impress upon their minds. The study in question is only one among many, but it is capable of wide and useful application. It is not difficult to imagine the effect which may be produced by careful, systematic instruction in Reading upon those professions in which oratory is an essential part. We shall not then have to endure the abominable harrangue of the "stump," and we shall no longer hear the lament, "Our orators are all gone." The Scriptures will not be robbed of their beauty and solemnity by the defective elocution of the pulpit; and the culture of the heart, without which all education is incomplete, will make less difficult the work of social reformation.

The burden is a heavy one which the teacher bears; the record of every day is dimmed by failures and disappointments. But let us hear what truth and wisdom breathe from an old Chinese proverb, and take therefrom fresh courage:

> "The more I study, the more I miss the mark;
> The more I miss the mark, the more I study."

MOTIVES TO THE HIGHER WORK OF THE TEACHER.

The triumphal utterance of Galileo, standing once again free upon the earth after his shameful recantation of the one great assertion of his life, has a deeper, wider meaning than we are wont to suppose. "It still moves" has an application broad as language, constant as the ever flowing stream of time, and as inevitable as the laws of cause and effect. Movement ever onward is an immutable force of the nineteenth century, and will be for the ages to come.

We stand to-day where even no Leonardo has ever stood. The quick step of our march has never fallen upon the ear of a Beethoven. Agassiz heard sweeter and more varied voices than ever did Linnæus. No devotees are we of a Mercury or a Bacchus; and if we would celebrate a hero in song, we must, as Lord Lytton says, take the whole age for a hero, and ascribe to the age what was once found in mere dilettanti. Though "there were giants in those irreclaimable days," yet we dwarfs see more than they ever did, because we stand on the "dead giants' shoulders"; and

> "In life's lengthened alphabet, what used to be
> To our sires x, y, z, is to us a, b, c."

Virgil, in his immortal Aeneid, relates how Aeolus confined the winds in his caverns, and called them or freed them at the bidding of his father, Jupiter. In this age of the world, no Aeolus confines forces. That may have been a dream of the ancients, but it is no fact of to-day.

"It still moves" is an established force in every department of our times. Invigoration and expansion are vital elements of more than physical combination. They permeate the intellectual and moral kingdoms with equal energy. The story of the nations is the story, not of decay and depression, but of permanent progression, despite the sad-eyed retrospections to the "good old time."

Error has been and is hiding her hydra-headed form, and superstition can ill endure the "bright star in the east." Soon, very soon,

> "There shall be sung another golden age,
> The rise of empire of arts."

Education of mind and heart and life has reached a standard hitherto unattained in the past. Machiavelli was an exponent of Italian policy of the fourteenth century — approved by the heads of Italian government. In his "Princes" he openly advocated intrigue and subterfuge, and was applauded. What think you would meet a Machiavelli should one arise to-day? Let his stories be written side by side with those of a Franklin or a Hamilton.

In no department have there been greater changes than in ours. Some one has truly said, "The days of a driveling instruction are at an end." Great questions are discussed to-day, questions affecting the deepest interests of our profession. Among these we find this, "Is there not for the teacher a higher work than has been understood in the past?" If there is, what is it? This question concerns you, concerns us all. Let us then seek an answer.

We find described in moral science the two natures of man, — an animal and a rational nature. These, though intimately blended, are still, by the scalpel of the moralist, capable of a clear division. Though they act and react according to unfailing laws, yet each has its own distinct province where its laws are immutable and infallible. If we are at all stirred by the reflections and deductions of discovery and thought, we can turn nowhere among the varied experiences of humanity without finding something worthy our attention and research. But wherever we investigate, be it among the storied urns of the ancients, eager for the records of the historian or the report of the microscopist; be it among the unparalelled realms of

modern efforts and formulæ, we can find no problem of more vital importance to us than that of man's animal and rational natures. Nor is the importance and interest less, because we must turn from things seen and heard, from things tangible to things intangible. Rather is the interest magnified because of the silentness of the domain. Again, no question more affects us, as teachers, than this; neither should any more interest us. These natures are our very material upon which we work; from these come the characters which we influence or mold; because of these is the destiny of our pupils what it is. Can the teacher, unlike the wise mechanic, afford no knowledge of his very material? Surely, if he would write success on his banners, victory over ignorance, he must first, as a student, enter this silent realm, this field of the moralist.

MISS ALMA Z. MUZZY.

WHITNEY'S SANSKRIT GRAMMAR.

A little over half a century ago, the Sanskrit was brought to the attention of European scholars by Francis Bopp. This was a most important event in linguistic research. It at once became evident that the Hebrew was not the "mother" of all languages, that it did not even belong to the same family as the classical and modern languages. The fact was soon recognized that the Sanskrit was the oldest member of the family to which it belongs, and so most like the original Indo-European. Thus the study of language was revolutionized, and investigations were henceforth prosecuted on an entirely different basis. A knowledge of Sanskrit became fundamental in all philological and linguistic study by scientific methods. To lighten the labor of obtaining this necessary knowledge, was one of the objects for which Prof. Whitney prepared his Sanskrit Grammar. Not that there was any lack of treatises on the subject. On the contrary, there were many, and some of them of great excellence; notably those of Bopp, Muller, and Williams. But one great defect characterized them all; they followed too closely the works of the native grammarians. These latter seem to have constructed their grammatical systems upon arbitrary principles, regardless of the facts of the language. Grammars by European authors have been too servile copies of these arbitrary originals. Prof. Whitney has followed the opposite, and more logical method; namely, that of presenting the facts and principles

of the language, as they actually occur in Sanskrit literature, not, however, ignoring the authority of native grammarians.

The work differs from its predecessors, in greater or less degree, in giving "the forms and constructions of the older language, as exhibited in the Veda and the Brahmana;" in "treating the language throughout as an accented one;" and in "casting all statements, classifications, and so on, into a form consistent with the teachings of linguistic science."

Simplicity and exactness of statement, even in the presentation of most difficult points, add greatly to the merit of the work; and it will unquestionably take precedence of all other Sanskrit grammars.

But it is not entirely nor chiefly for purposes of criticism and review, that we write. Even were we competent to the task, the number of our readers would be very limited, for comparatively few are interested in Sanskrit text-books. No educator, however, who watches educational movements and tendencies in this country, can fail to be interested in the significance which attaches to the publication of this Grammar, when we consider the circumstances under which it comes before the public. Note the time. In the very midst of a super-scientific age. At a time when the study of the physical sciences, with their wondrous revelations, their hidden mysteries, their practical bearings, is leading men captive at its will.

Note, also, that in addition to this reign of the sciences, there has been for many years past, a determined opposition to the study of the languages, especially the "classics." But, nevertheless, the study of this most ancient of tongues has established a stronghold in our midst.

We should bear in mind in this connection, that Sanskrit is studied, not so much for literary, disciplinary, and economic purposes, as for philological and linguistic ends. Hence the demand for new and better helps to its study, which warranted the publication of a new grammar, is indicative of an increasing interest in philology and the science of language. The time is soon coming when instruction will be given regularly in these highly interesting and important branches of learning, in all our higher institutions.

Note again, and lastly, that the work was prepared by Prof. Whitney, upon invitation of a publishing house in Leipsic, to form one of a series of nine different treatises composing their library of Indo-Germanic grammars. No higher compliment than this could be paid to the eminent abilities and ripe scholarship of the author. It was a

proud day for American scholarship, when it was thus recognized by Germany, that nursery of Sanskrit scholars.

Considering all these facts, the preparation and issue of this work may be fairly regarded as marking an important epoch in our educational history. J. H. CHAMBERLIN.

New Haven, Conn.

AMERICAN PROGRESS.

LATIN LEXICOGRAPHY.

America's great inventions are familiar to the world. Our country has justly been proud of the steamboat, the cotton-gin, the telegraph, and numberless other things which American genius has brought to light, but recently she is adding to the world's advancement in a direction, which if less striking, is still of great importance, that of accurate and critical scholararship. No great length of time has passed since it was sneeringly asked, " Who reads an American book?" and now Oxford University, for centuries one of the most noted seats of classical learning, is glad to put its *imprimatur* upon Harper's Latin Dictionary, acknowledging it to be the ablest work on Latin lexicography in the English language.

That Oxford University, with her libraries, her prestige, her pride in classical learning, her scholarly fellows and professors, should come to America for the best Latin Lexicon, and be glad to give her endorsement to a work published here, as the best thesaurus of Latin etymology, is certainly an occasion for just national pride.

The Latin lexicons of thirty years since, though containing the results of centuries of classical study, and admirable compendiums of definition and usage, are almost valueless for one of the most important uses of the scholar of to-day, that of linguistic comparison. The discoveries made by the comparison of languages in the past few decades, have modified, not to say revolutionized classical study, and no dictionary will be used by scholars which does not contain the results of these investigations. To meet this want, Andrews' Freund's Lexicon has been in great part re-written, and all the latest results of philology have been incorporated in it. An examination of the work shows that it has been prepared with the utmost care, and that no results have been accepted except such as have received a favorable decision in the high court of the most eminent scholars. In many cases the editors bid the person consulting the dictionary to compare

words in related languages, without asserting their common relationship. The comparison is confined mainly to Sanskrit, the Hellenic and Teutonic tongues, with occasional references to the Zend, and to Semitic languages.

The mechanical part of the book is worthy of its contents. The Harpers have spared no money in the preparation of a book to which they have attached their names. Though they have expended a mine of wealth upon it, its merits are such that in the end they can hardly fail to reap a reward for their outlay. J. A. R. ROGERS.

Shawano, Wis.

INSTITUTE WORK—METHODS.

Morrison says, "In strict propriety of language," the term "method" has reference to the particular mode in which the subject matter of education is developed and presented to the mind. It is merely the outward form, while instruction is the substance. Method is the *shell;* instruction, the *kernel.*

Method then must be determined by the object we aim at. If it is to load the memory, without cultivation of imagination or reason, little attention need be given to method, provided we learn the facts. But if we regard education as the development of an inward life, an evolution of innate possibilities, to be exhibited in an orderly manner, subject to the laws of mind, then the method by which such a development may be attained becomes of prime importance.

Two questions present themselves: 1. What is the end of education? 2. How can it be secured? Method solves the second problem; but its solution depends upon our knowledge of the first.

Dugald Stewart gives an illustration of analysis and synthesis, as follows: "Suppose a knot of very artificial construction be placed in my hands as an exercise for my ingenuity, and that I was required to investigate a rule, which others, as well as myself, might be able to follow in practice, for making knots of the same sort. If I were to proceed in the spirit of synthesis, I should have to try, one after another, all the various experiments, which my fancy could devise, till I had, at last, hit upon the particular knot I was anxious to tie. Such a process would be so extremely doubtful, that common sense could not fail to suggest the idea of tracing the knot through all the various complications of its progress, by cautiously undoing each successive turn of the thread in a retrogade order, from the last to the

first. After gaining this first step, were all the former complications restored again, by an inverse repetition of the same operations which I had performed in undoing them, an infallible rule would be obtained for solving the problem originally proposed; and at the same time, some dexterity, in the practice of the general method gained, which would encourage me to undertake, in future, still more arduous tasks.

Payne says: The great law of progress may be comprehensively stated as follows: Inheritance supplemented by individual acquisition. For each generation of learners there are two sources of knowledge, (1) The already known, and (2) the knowable. And two tasks appear, (1) To compass desirable portions of accumulated knowledge; and (2) to gain new knowledge by original discovery.

The same writer says: "The field for the exercise of the teacher's skill is determined by the artificial phase of mental culture, and this involves chiefly the selection and presentation of knowledge. It is impossible to frame a definite theory of selection. What shall be selected is merely a question of fitness or unfitness, ease or difficulty, which the peculiar circumstances alone can determine.

But a theory of presentation is possible. Hamilton says: "The first procedure of the mind, in the elaboration of knowledge, is always analytical. From the whole to the parts, from the vague to the definite." Knowledge then should be presented in the form of wholes, that are resolvable by the pupil into parts. For example, the vowel in an unaccented syllable ending in a consonant, is short. The pupil selects unaccented syllables, ending in consonant, first with a, then e, and so to the end, and then reviews, and comes to the final procedure, which is always synthetical, constructing into clear wholes the parts into which analysis had resolved the obscure whole, viz.: that the vowel in the unaccented syllable ending in a consonant, is short.

Hamilton says: "Analysis and synthesis, if properly understood, are two parts of the same method." Cousin says: The ideal of science or of philosophy can be realized by a method which combines the two methods. Instruction is ordinarily defective in two points of fundamental importance: (1) The resolution of complex wholes is imperfect; (2) the reconstruction is incomplete, frequently does not take place at all. The chief cause of the first defect is the use of words devoid of meaning (empty words); the second is lack of constructive effort.

The remedy for the first is to associate ideas with symbols, which is

a leading purpose of primary instruction; the remedy for the second is reproduction, by recitation, composition, and the like.

In the institute, perhaps, there is more need of careful thought, as the basis of a method of presentation as laid down by the above authorities, than in any other educational field. Much of the material there presented for the conductor's work, has no opinion, knows no law; for the first time comes from the boundary of the district school. There should therefore be a model of work; and it follows that such a model should be given as is the result of careful attention.

1. There should be a well defined purpose in view. The class should know what this purpose is, and the conductor should give a reason for the method used.

2. The conductor should see that the lesson is suited to the needs of the class. If difficulties present themselves, they should receive careful attention; e. g., a pupil reads. The right inflection is not given. What is the difficulty? If in the ear, then a general statement is needed that much of the difficulty of expression arises from the lack of discrimination and perception of sound.

3. No more should be attempted than can be thoroughly comprehended — quality not quantity. The attempt to make the institute a place for academic preparation is to be avoided. A section of work can be attempted and with success; but more than this will result in veneering, if not in varnish.

4. The conductor should secure attention — intellectual activity. For this purpose, require simultaneous answers, for gathering up what is already known; individual, when the object is to compel thought or to test the attention. The elliptical form may sometimes be used, and this is especially good when the answer may be struggling in the mind of some person of limited vocabulary. Re-statement should always be insisted upon, with explanation by the pupil of the terms used.

5. Proper utterance or vocality on the part of both conductor and pupil.

(1) A position favorable to correct utterance.

(2) Fullness of voice should be insisted upon.

(3) Correct pronunciation, referring specially to vowel sounds.

(4) Distinct enunciation, referring particularly to consonant sounds.

(5) To the above the conductors should add perspicuity of statement — no slight attainment.

6. The conductor should ascertain and record what has been done, during the preceding year, in general reading. How much, and in

what line. Allow the person to state somewhat fully (1) the matter read; (2) why the selection; (3) the result to the individual — (*a*) as to knowledge, (*b*) as regards thought.

7. There should be some method adopted to arouse and stimulate the people to a more careful observation of the needs of the school, and the responsibility accruing to each individual citizen. This may be secured in various ways, viz.: (1) By debate, asking the citizens to take a part. (2) By essays. (3) By readings from works on pedagogy. (4) By lectures, having reference to the work in hand.

For instance, let one evening per week be assigned by the county superintendent to this special order of exercises. By previous assignment, a debate is announced, accompanied by music, essay, and readings, as follows: (1) Music. (2) Preliminary reading, ten minutes, from Pestalozzi. (3) Music. (4) Essay — Means to Self Improvement. (5) Debate: Resolved, That the Free High School is justified, by its beneficial effect on the district school. (6) Critique. (7) Music — "Sweet Home." The above exercises to be conducted by the institute. This can hardly fail of proving useful.

8. Some method should obtain by which more systematic preparation can be made in Theory and Art of Teaching. The present method (if it can be thus dignified), in which each conductor presents this difficult and important part of the institute work, perhaps in a different manner from any other, at least without previous preparation on the part of the teachers in attendance, leads to the suggestion that some work be mentioned as a guide in Theory and Art, to be used in the institutes, and to guide county superintendents in the examination of teachers. I know of no matter calling more loudly for direction than this.

9. The methods of presentation, formerly in vogue in this and other states, in which the conductor makes the presentation, and the members of the institute listen passively, seems wanting in good fruitage. Many persons are unable to follow, much less comprehend and retain, the presentation, however valuable.

The catechetical method seems best suited to our needs, in that it brings the class individually and collectively more in sympathy with each other, and a better understanding of the subject. Even a failure, sometimes exceedingly painful, tends to growth in a good sense; and the time of the members of the institute, outside the regular meeting, is utilized by activity, induced by past experience, and prospective possibility.

In conclusion, the object of this paper will be attained, if thought shall be induced toward more method in the institute field, thus securing an econmy of time and labor. ROBT. GRAHAM.

PRIMARY INSTRUCTION.

PRIMARY WORK—READING.

How very significant is the fact that at the recent meeting of the institute conductors in Madison, they decided to confine their work, during the coming year, largely to the studies taught in the primary department of our public schools.

This shows the importance of these studies in the estimation of our educational leaders, and the need of improvement in the direction indicated. It is generally conceded, by our best teachers, that the amount and quality of their work in the upper rooms are greatly impaired by the lack of systematic training and mental discipline at the outset. How many pupils in our graded schools find themselves laboring at a disadvantage all through the different departments, because they are fettered by the early imperfect development of their faculties; and how very rarely does a scholar in our district schools possess the ability to observe accurately, and to form correct conceptions, simply from the neglect to cultivate his perceptive powers in childhood.

This is not the fault of the scholar. It lies with the teacher to develop these faculties. Should we be listless or indifferent, while so great a responsibility rests upon us? We would not allow a piece of mechanical work to leave our hands, so faulty in its construction that the different parts do not exactly fit into each other, and so incomplete in its finish that it never could accomplish the object for which it was designed. Should we feel less anxious or less particular that our work with the machinery of the soul, with those delicate cogs which effect the movement and progress of the intellectual and moral world, should be less satisfactory in its results?

No! I hear the ready answer from a thousand eager voices; but following closely upon it comes the pathetic appeal, "What shall we do?" In reply to this inquiry, some of our eminent educators have written volumes of practical advice, which it would benefit us all to

follow; but the one thing uppermost in this work, and made most emphatic, is this, that teachers should cultivate their own powers of mind before they attempt to train those of the infant; should enlarge their own stock of knowledge, make accurate their own scholarship, and train their thoughts to discriminate acutely and correctly. All I can say on this subject is but a repetition of what has been written by those who have placed, in the best light, the cause of education before an unthinking, and sometimes, unappreciative public. We cannot teach others well what we do not know well ourselves. We cannot depend upon the inspiration of the moment to impart, in the best manner, even what we think we know.

Most especially true is this of primary work. I have found it much more necessary to make special preparation for my daily work with little children than with older pupils. Even with a thorough knowledge of the subject matter, we cannot, at once and without previous thought, grasp the best method of presenting it to a class of crude, undisciplined minds, in order to develop most fully their faculties, and to leave a lasting impression upon them. Nor should we be satisfied with having once studied out a plan for teaching a certain branch, for although principles are eternal, methods are not; and careful preparation each time will suggest the method best adapted to pupils and circumstances.

But I have had teachers acknowledge to me that, while they could understand the necessity of studying an arithmetic lesson prior to going before a class, they could not see why a lesson in the first reader could not be well taught without having examined it until the time for the recitation. I have learned in my experience that I would prefer to undertake the arithmetic recitation impromptu. I have asked these teachers to tell me how they would instruct a class of beginners in reading. The usual reply is, "I don't know exactly." This is the trouble with our primary schools to-day. We don't know precisely what to do; and while we are groping our way blindly, what becomes of the poor children?

It is frequently said that it is much easier for some persons to tell the errors of others than to suggest a remedy. Pardon me if I seem disposed to criticise, for I am also very ready to help. I want to mention a little circumstance which made quite an impression upon me at an institute, two or three years ago. The members of the class were requested to assign a lesson in the first reader to some imaginary pupils, and state their method of procedure. It was a subject in

which I felt much interest, and I watched with anxiety for the different answers. Should this meet the eye of any of those teachers, I am sure they will not feel offended at a friendly criticism, made with a desire to do good. I think that, with scarcely an exception, the lessons were too long and too difficult for the child of average capacity to grasp. This is a very general fault. We do not realize how little a child's mind is able to comprehend and digest thoroughly at any one time. Until we correct this, our results will never be satisfactory.

And now, having generalized for some time, allow me to make a few practical suggestions from my own experience, as a possible means of assistance. I do not believe in mere imitations, even of the best teachers. There are, of course, many useful hints which may be gathered from visiting good schools, or the careful reading of an article written by some person who has made primary work a study; but the mere imitator, although he may succeed in the accurate reproduction of the outward and visible signs, fails in the most important item — the spirit and personal influence which mark the successful teacher.

Whoever would succeed must possess these qualities — patience, energy, enthusiasm, and, more than all, tact. Gain all you can from study, from observation, but be original in your applications. Places, pupils, circumstances, all affect the methods with which you have been best pleased; but be sure you have some systematic plan, made with special attention to each day's work, and that every lesson is a preparation for the next.

Reading is universally acknowledged to be the foundation of all the branches taught in our schools; consequently, it is first in the order of time. If properly taught, it tends to awaken the young mind, and give to its powers their earliest impulse in the career of development. It becomes very necessary to consider, in this connection, what are the best methods of unfolding the faculties of the child, and of creating an interest in his work at the beginning.

The natural process of education is from the known to the kindred unknown; from facts to causes; things before names; ideas before words. Shall we not follow nature's teachings, and never take a step in instruction which requires a sign to be learned before the thing signified is presented? I trust that there are very few, if any, teachers, who, with the present manifold advantages for improvement, still adhere to the drudgery of the Alphabetic method, and torture themselves, as well as the children under their charge, with the unneces-

sary and unphilosophical process of memorizing the names of the twenty-six arbitrary characters. In this enlightened age, we have easier and pleasanter modes of teaching, and those which are more satisfactory in their results.

The question then presents itself: How shall we teach little children to read? I reply, by conforming strictly to the order of sequence, first calling the attention to the idea, then to the combination of words representing that idea. The separate words used are not so much noticed as their combined meaning, because it requires the combination to give expression to the idea. Words are useful only as symbols of the ideas which they represent. Of course, they must be learned, but this must be made of secondary importance. As an illustration of my meaning, we will, for a moment, suppose ourselves in a primary school, with a row of pleasant little faces eagerly looking into ours, anxiously wondering what is to be done. Ah! but who are those two or three little ones that are resisting all efforts to entice them to come forward also? Never mind them. It is the most momentous day of their lives — the first day at school. It is not time lost, however, if they do nothing more than to sit there for two or three days. Their powers of observation are awakened; those bright eyes are quick to see; those little ears quick to hear, and they will gradually adjust themselves to their surroundings; and we must remember that if they are not studying a lesson, they are studying us with a child's unerring instincts. Give one of those standing before you a hat. After judicious questioning, develop from the class the sentence: The boy has a hat. Have each member repeat this — and, finally, tell them that you wish them to see how this sentence looks when written. Then print it upon the blackboard. (Let me say right here, that every teacher who attempts to do primary work, must be able to do nice blackboard work.) Then have the children read the sentence. Never keep little ones standing more than eight or ten minutes. By that time they are tired, their attention is distracted, and it is more than useless to try to teach them.

I have found a box of words a very useful article in the school room. I mean by this a number of simple words printed on cards. These I distribute to my youngest scholars at their seats, asking them to find what I have placed upon the board. For a few days, I select only those cards containing the words I have given them. (I have these words ready for them, making it a part of my daily preparation.) The next lesson will be a review of the same sentence. Then erasing

all but *hat*, I ask them to try to reproduce that word upon their slates, and also to find it among the words I give them. This should be done until they recognize the word *hat* at once anywhere. Then put some other word in its place, as, The boy has a box; and continue this method until every part of the sentence is perfectly familiar. Change the sentence gradually; as, The boy has a *new* hat, The boy has an *old* hat, The boy has *not* an old hat, The *girl* has a hat, etc. Occasionally, print several yet unknown words, and also some which they have learned, and require them to point out those they have been taught. Do not allow them to print longer than through one term. By that time, they will recognize a large number of words readily at sight. I then begin teaching them the names of the letters in this manner: I print a sentence containing a word which begins with *a*, like, I have an *apple*. I show them the part of the word we call *a*, and tell them we always say that is the letter *a*, and so we will call this *lesson A*. I show them how to make a written letter, and send them to the board to reproduce it. I proceed thus until the whole alphabet is learned. I never allow them to spell a word by naming the letters until they have learned to recognize it as a whole. When they have mastered the names, then I begin teaching the sounds. I generally begin with *ā*, *ē*, *ī*, *ō*, *ū*, then with the short sounds of the vowels; and so on. This is a work of time and patience; but I expect my pupils in the second reader to be able to pronounce words of medium difficulty, when they are properly marked.

The teacher's voice must often be heard in the reading class, but not until the pupil can recognize and pronounce correctly each word in the sentence. This applies to the lessons in the books. Children can acquire a habit of reading as naturally as they talk, if the words are so familiar that no undue prominence has to be given them, and the whole attention is concentrated on the thought. The most serious faults in reading are hesitancy in calling words, imperfect articulation, and either too high or too low a pitch. The first can be remedied by beginning aright, and not hurrying over the ground; the second, by thorough drill in phonics; and the third, by requiring the pupils to imitate you, by concert reading, and by exercises in which the teacher begins on a very low key, and gradually elevates the pitch until the top of the voice is reached, and then he as gradually descends.

I close with the thought, which I have presented before, Can all

these things be well and efficiently done without previous study and careful preparation? Indeed, every teacher finds that the more attention he gives to this subject, the more satisfactory his work will become. FRANCESCA TUDOR.

—IN THE FORTHCOMING SYLLABUS for the teachers' institutes to be held this year, the following is the outline on the subject of language:—

1. How to teach language. Let the conductor carefully discuss with the institute the following topics:
   (1) The child's method of acquiring language before entering school.
   (2) Ways in which the child should be taught language in the earlier stages of school life.
   (3) Character and place in the course of language lessons, antecedent to technical grammar.
   (4) Place of formal grammar in the common school.
2. The sentence:
   (1) What constitutes a sentence. (Emphasize and illustrate fully by criticism of such defective expressions as pupils are prone to use in lieu of sentences.)
   (2) (*a*) Classification of sentence with respect to function. (*b*) The order of elements or ideas peculiar to each class.
   (3) The outward dress of the written sentence. (*a*) Capital letters, (*b*) terminal marks, (*c*) other symbols.
   (4) Written exercises in sentence building. (The conductor to assign topics and criticise the work done.)
3. Parts of speech:
   (1) Working definitions of each part of speech.
   (2) Drill exercises in recognition of parts of speech, using any page of the reading book (Second Reader).

—PROF. S. S. GREENE, of Brown University, in a recent address before the Rhode Island Institute of Instruction, said as follows in regard to the study of language by the child:

He believed in writing very early, and having children taught at an early age to put their thoughts into writing. Then you can point out improvements, and show the child why the improvements are made, and why they are improvements. If I were a teacher in the primary school, said he, I would adopt this motto from beginning to

end: Every lesson should be a language lesson. This is not grammar. In this way we shall be giving the child thoughts, and teaching him to express them. The problem is, giving a child a thought to put into words. When the thought is written on the blackboard, the other child can read it and extract the thought. Then the problem is changed; given an expression to find the thought. Reading will not be then, as it is now, a struggle for the pronunciation of words, but a struggle with the child to derive the thought embodied in what he reads. When the child understands language, then grammar comes in. We shall solve the present problem, but shall not solve it until we make the distinction between language as an instrument to be used, and language as an object to be studied scientifically.

—Dr. Samuel Eliot, the Superintendent of the Public Schools of Boston, Mass., has made a collection of the purest and sweetest poems for children in our language. Among them are found the best utterances of Mary Howell, Eliza Cook, Longfellow, Tennyson, and Jean Ingelow. They are prepared for the pupils in our primary schools, and will tend to inculate a taste for pure reading. The work is published by Lee & Shepard, Boston.

SELECTED.

SCHOOL HYGIENE.

The following may be taken as settled conclusions in regard to those points of sanitary science most needful to be known by the teacher. Some may be new, some old but unheeded, and some not admitted by popular opinion. It is our intention to elaborate some of the points, in the future.

1. Never heat the stove red hot. In that state the iron permits carbonic oxide gas to pass through its pores into the surrounding air. This gas exists in greater abundance when the stove is nearly full of wood, than when it is not so. A red hot stove, full of wood, is then especially favorable to the production of the gas. It is a deadly poison. Carbonic acid is, in comparison, far less powerful, although bad enough. The feeling of oppression which we charge to carbonic acid, is often due to this. Headache is also produced by a very small quantity of it. It is better to build a fire in the morning, an hour before it is needed, and let it burn moderately, than to build it at the last moment, and be obliged to fill the stove full of wood, and keep it

red hot. Read what your chemistries say of this gas. Later works call it carbonic monoxide. Symbol, C. O.

2. If the air is pure, pupils will keep warm when the temperature is much lower than is necessary when the air is foul. It is pure air that warms them. Shut air from the fuel, and the fire ceases to burn. Deprive the lungs of pure air, or give them air mixed with other substances, and the animal heat lowers at once. Those take cold most readily who sleep in closed rooms. A thorough breathing of pure air will keep the body warm.

3. Pupils who sit erect, and breathe as they should, will be kept warm much more readily than those who stoop and breathe with the upper part of the lungs only. Require all to maintain an erect position, at all times, if you would keep them in health.

4. It is a proposition that admits of mathematical proof, that the average country school-house *cannot* be so thoroughly ventilated that pupils will not suffer from the effects of the bad air if they remain indoors the usual ninety minutes. Hourly recesses, of at least seven minutes, are a demonstrated physiological necessity. During this time, endeavor, by means of open windows and doors, to drive out the bad air, and supply its place with fresh. Even with this hourly purification, the air is far less wholesome than out-door air. But, says a teacher, we live as our fathers lived, with the air as bad as it ever is in our modern school-house, and we learned something. True. But a fearfully large percentage of your father's generation and school-fellows went to an early grave, from diseases engendered by bad air. The same is true of your early school-mates; you are survivors merely, and if it were not the teacher's duty to save life, and if he does assent, by his actions, to the verdict of the universal conscience regarding that point, then he should know that the progress of the pupil is not more than two-thirds of what it should be, in bad air. The greater part of all studying is done during the first half-hour after opening and recesses. The effect of re-breathed air then begins to dull the intellect, oppress the senses, and render mental labor painful. Idleness and disorder follow.

5. The proportion of carbonic acid in the air naturally is one part of 2,500. When the amount rises to one per cent., the bad effects are very striking. Expired air contains usually about five per cent., or 125 parts in 2,500, and will extinguish a candle at once, and is, of course, very deleterious to the system. Then, if we breathe a pint of air at each respiration, that pint may be considered as spoiling at

least four other pints utterly, and it will render a still larger amount somewhat deleterious. How long will it take fifty pupils to spoil the air of an ordinary school room, or at least to double the proper amount of carbonic acid in the air?

Carbonic oxide from the red hot stove is four times as injurious as carbonic acid, bulk for bulk. The exhalations from the skin are not taken into account in this estimate. Pupils begin to suffer from improper ventilation before the teacher, unless he has paid close attention to the matter, thinks it possible. Carbonic acid has no odor, hence it is less easily detected. But let each pupil light a match, and how quickly would the presence of a powerful gas be manifest in the remotest corner of the room! The pupils sitting suffer more than the teacher standing, as the gas is most abundant in the lower part of the room, being heavier than air. Primary pupils suffer most, being nearest the floor. Hence, a pupil always recites best standing, although other causes help to produce the increased mental activity of an erect position.—*Supt.* H. S. BAKER, *in the Educational News Gleaner.*

THE SCHOOL-HOUSE.

In planning a school-house, the first thing to be considered is the number of pupils to be accommodated. It may be assumed that the minimum number is thirty. The next point is the number of square feet of floor space and the number of cubic feet of air space to be allowed to each pupil. Authorities differ on this point; but no authority gives less, under any circumstances, than 15 feet of floor space by 12 feet of height, or 180 feet of air space. The best authorities consider double this amount to be desirable, though not practicable. Taking the lowest estimate, the school room for 30 pupils must have 450 feet of floor space and 5,400 feet of air space. This will be supplied by a house 18 by 25 feet, and 12 feet high in the clear. Such a house will contain three rows of double desks, five in each row, with four isles 18 to 22 inches wide, according to the size of the desks, with a space of 10 feet by 18 for teacher's platform and recitation benches; by diminishing this latter space a little, thirty single desks may be placed in the room. The width of the house must be proportioned to the size of the desks used. Assuming the double desks to be employed (as is the case in 99 per cent. of our schools), a house should be built to hold three rows in its width, or

four rows. It is not convenient to have less than three nor more than four. Consequently, a house, or room, should be either 18 feet wide or 23.6. These, then, are our standards of width for double desks. If a house is to be built for 40 pupils, we may increase the minimum length or width. By adding 5 feet 4 inches to the minimum length, we have a house 18 feet by 30 feet 4 inches, which will accommodate 42 pupils. For 60 pupils the house should be 23.6 in width (four rows of desks) by 36 feet long.

The next point to be considered is the heating and ventilation. Here two rules may be laid down: First, every school-house should have fire-brick flues, open from the floor to the roof. Second, every stove should be made a flue, to bring in fresh air for its own consumption. The plan formerly so prevalent of running a stovepipe through the middle of the roof, is mentioned to be condemned. It is unsafe. More houses have been burned through this faulty construction than from all other causes combined; and it makes ventilation impossible. A brick flue is not expensive; it is safe, and by dividing it longitudinally in two sections, it is converted into a ventilating shaft. Even a single flue may be used for the double purpose of carrying off the smoke and discharging the foul air by entering the stovepipe near the ceiling, and leaving a hole near the floor for the exit of the cold air. This hole may be fitted with a register, which can be closed occasionally, if necessary, to prevent a down draft.

So much may be said briefly with regard to building a school-house with one room. If more than one room is needed, the following considerations may be found useful: 1. A country school-house ought generally to have but one story. The small saving in original expense made by a two-story house is counterbalanced by the continued expense of keeping the stairway in repair, and by a great loss of convenience. When the number of scholars does not much exceed sixty, the main room should have desks for all the pupils, and a recitation room with benches only, should be added. This room should be used for small classes, and should not have less than 300 feet of floor space.—*An. Rep. Md. School Commissioners.*

School Discipline.—The necessity of some kind of discipline is recognized, but the mistake is made in supposing that it is superior to or even equal to that of teaching. In fact, teaching is successful only as it comprehends and controls discipline. He can scarcely be

said to be a good in a public school whose competency extends only to the exposition of the text-book or the developing of mind. The true teacher of children is called to do more than that; he is to teach very much by example; he is to deport himself before his pupils in such a way that government is never thought of by them and his very precept and example are the most effective kind of restraint and corrective of bad conduct. Let him aim to do right himself, and then let him expect his pupils to do right, and there need be little fear of disorder or insubordination. He has something to teach besides the subjects mentioned in his course of study or those represented by the different text-books. He has the broad subject of manners, and morals, which comprehend the whole deportment of his pupils. How shall they speak, and walk, and stand, and sit? How shall they treat each other? How shall they regard the property and the right of others? What are the objects of the school? How and by whom is it sustained? What is his relation to his pupils, their parents, and the district? What is community, law, the state, and government? These and other similar subjects are to be explained by the teacher, and in doing his whole duty in this respect he is rendering the most effective service as an organizer not only of the school but of society. School government becomes a secondary matter, and it may almost be said not to exist at all. Many a school has come thus to "govern itself," and learning in such a school becomes a delight.—*Educational Weekly.*

HAVE A PLAN.—Each day's work should be planned beforehand. No teacher, fully alive to the importance of her work, will ever neglect this important suggestion. No matter how simple the lessons you are to present, you cannot present them successfully unless you come before your class with a full knowledge of what you propose to do, and how you propose to do it. If a reading lesson, you should know what is in it, and be prepared, by skillful conversation and questioning, to lead your class into a correct appreciation of it. You should know which words are new to your pupils, and prepare yourself to familiarize them with these words. And for this purpose you will oftentimes be able to aid them more by a few judiciously selected objects than by any amount of talking, or, if you can draw — and every teacher should be able to do something in this line — a few strokes of the crayon may wake up more interest and give clearer ideas, than any amount of oral explanation. But the study of the

lesson alone is not sufficient; but the individual members of the class should be thought of, and your plan should be so definite that it provides for the wants of *each* as well as for those of all.

Each day's work should close with a review of its failures and its successes, and while these failures and successes are vividly impressed upon the mind, the plan for the coming day should be prepared. And why not? Every successful business man can tell you that he finds this necessary, and many a man has failed, and his business gone to wreck, just because he neglected to draw from the experience of the day the elements of the plan for the morrow; and many a teacher has failed just because she neglected this, one of the simplest and plainest elements of business.—*Supt.* DARLING, *Alleghany City.*

TEACHERS AND TASK-MASTERS—The public have not held teachers to their true responsibility. We send a young lad or a young girl to school, and find that, while we are paying out a great deal of money for them, they are gaining nothing. We complain, and are informed that our children are not industrious, that they do not seem interested in their studies, that they are absorbed in play, etc. In ninety-nine cases in a hundred, our disappointment is entirely the fault of the teacher. He or she is simply incompetent for the duty they have undertaken. A first-class teacher always has good pupils. Lack of interest in study is always the result of poor teaching. We send a boy to college, and find that he regards his studies as a grind—that he is only interested in getting good marks, and that he is getting no scholary tastes, and winning no scholary delights. We inquire, and find him in the hands of a young tutor, without experience, who really pretends to be no more than a task-master, and who knows nothing, and seems to care nothing about the office of teaching. The placing of large masses of young men in hands of inexperienced persons, who do not pretend to do more than to set tasks and record the manner in which they are preformed, without guidance or assistance, is a gross imposition of the college upon a trusting public, and it is high time that an outcry so determined and persistent is raised against it that it shall procure a reform.

CULTURE OF CHARACTER.—It seems to me that too much cannot be said, if it leads to watchfulness on the part of teachers, upon the subject of the quiet, silent influences of the methods and practices of

the school room upon the formation of character in the pupils. Habits of cheating in study, recitations, and examinations are frequently practiced on the part of pupils, with little or no effort on the part of teachers to prevent it. Such things cannot be long indulged in without blunting the moral sensibilities. It should be quite as much a subject of study how not to lead pupils into temptation to cheat at recitation and examination as how to impart instruction.

Let teachers be more watchful and careful upon this subject, let methods be adopted and practices be indulged in free from questionable honesty, and in future we shall have greater honesty in business, and more virtue in public life. While all dishonesty among men cannot be justly charged to the public schools, we need to see to it that our skirts are clear as teachers and that no smell of fire be found upon our garments.

ATTENTION.—The power of attention should be carefully taught in childhood. It is one of the most important of the mental powers, for upon its activity depends the efficiency of each one of the specific faculties. Mental power is, to a large extent, the power of attention; and genius has been defined as "nothing but continued attention." Attention is not secured by claiming it; not by entreating it; not by urging its importance; not by force; not by threats; not by promises; not by bribes. All such efforts are the subterfuges of the weak and the unskillful; but they fail to long hold attention, and utterly fail to develop a habit of attention. The art of securing attention is positive, not negative. Interest the pupil. This is the fundamental means of securing, as well as of cultivating, the power of attention. The teacher must have something good to present, and must present it in a suitable manner. Study the secret springs of interest. Keep curiosity and the thirst for knowledge always active.

SCHOLARS should have for their teachers at the same time respect and love. If they inspire in their children only a servile fear, what good do they produce? Will their obedience ever be a real one? Certainly not; the scholar whom you treat with severity will shake off the yoke in your absence. I don't mean by that that children are never to be punished; severity is sometimes a necessity. But I blame those teachers who make of their school a place of torment, a misery, and never cease to blame their pupils instead of instructing them.—MARTIN LUTHER.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

ABOUT DISTRICTS.

Q. If a new district is set off from an old one, in December, and the first meeting called in January, are the order of formation and the action of the first meeting to be considered legal?

A. Under section 419, the whole proceeding is to be considered null and void, and the supervisors should do the business over again, the order to take effect the 1st of April, or thereafter.

Q. Can a district, by vote, dissolve or extinguish itself, and sell its property?

A. No, it can no more extinguish itself than it could create itself. It ceases to exist, as a district, only when the town board shall have attached all its territory to other districts; and the town board alone can dispose of the property, as provided in section 429.

Q. Can a district vote that the school shall be taught 22 days for a month?

A. Such a vote is unauthorized by law, and has no binding force. The school month, for the teacher, as well as the district, is 20 days, unless the board contract with the teacher to teach more.

THE COMPULSORY LAW.

Q. Is a person in whose family a child is living which is not a legal resident in the district, liable under the compulsory law, if the child is not sent to school?

A. Section one, of the law covers such a case. The "person" who has "charge or control" of any child, between 7 and 15, though not its legal guardian, must provide it with instruction, as the law directs. He is not obliged to do this by sending the child to school, but may instruct it himself.

SCHOOL MONEY.

Q. Must the county school money be used for teachers' wages only?

A. There is no provision of law to this effect, as in regard to the school money received from the state (section 558), but ordinarily it will be needed for that purpose, and will need to be supplemented by the district tax. It is conceivable, however, that at the time it should

come into the treasury, it might not all be needed to pay teachers' wages, but would be very useful for some other purpose, as for instance repairs on the school-house. If in such a case the district votes so to apply a portion of it, it cannot be regarded as having done wrong.

ABOUT THE CLERK.

Q. Can a clerk, to whom compensation has been voted, demand it of the treasurer in advance, there being money in the treasury?

A. It would be more reasonable to expect payment after the services have been rendered. It would be fair enough to ask for half the sum at the end of six months, if wanted.

Q. Is the clerk obliged to fill out such blank reports about the school, once a month, as the county superintendent may send him?

A. There is no provision of law to this effect, as in regard to the teacher (section 460), but the board is to visit the school (section 441), and it should be done at least once a month. If done, it will assist the superintendent in obtaining information as to the school, to fill such blanks as he may send for that purpose.

POWER OF THE TEACHER.

Q. If the board make no rules, may the teacher make such rules as he pleases?

A. The teacher will of course make such rules, not unreasonable in nature, as he finds necessary.

Q. Can the teacher make and enforce a rule that pupils shall study at home?

A. That is passing beyond his province. He may recommend it in some cases, with propriety, but it should be done with caution. Ambitious pupils are often injured by over study.

Q. Has a teacher any right to call pupils to account for injuries to the school-house, done out of school hours, or for misconduct done beyond the school grounds?

A. Yes, and it is his duty to do so, in many instances. The school-house as well as the children is under his care. If a boy injure the house wantonly he should be called to account, though done before or after school hours. If he behaves improperly, on his way to or from school, he should also be called to account, if the misconduct is such as affects the school. This is the ruling of the courts. Of course, the teacher is to judge as to the nature of the offense, and the propriety of noticing it.

EDITORIAL.

THE EXCELLENT EDUCATIONAL EXHIBIT at the Annual Session of the State Teachers' Association, last summer, at La Crosse, is bearing good fruit. The project of securing a similar display of school work at the next yearly fair of the State Agricultural Society, was discussed at the recent holiday meeting of the Association. It was quite warmly favored. We are pleased to learn that this subject was presented before the executive board of the Agricultural Society, at their session last month at Madison; and that they decided to furnish our schools an opportunity to be represented in a similar way at the next State Fair. A new department was created for this purpose, to be known as the Department of Education and Natural History. John S. Dore, Esq., one of the Vice Presidents of the Society, and superintendent of the public schools of Clark county, was appointed to take the charge of this department. His experience in conducting other sections of former State Fairs, and his well-known energy and tact, give the assurance that this movement will be successful. The Board appropriated one hundred dollars for premiums,—not a large sum, but enough with which to make a fair beginning. If we are not mistaken, this exhibit will prove one of the most attractive and useful features of the State Fair. Such a display of the pupils' work in our schools as was presented at La Crosse, supplemented by a complete exhibition of the improved school furniture and apparatus, would greatly interest all classes of people who visit the Fair. We presume that circulars will be sent to school boards and teachers, informing them more fully of this action of the Agricultural Society, and of the terms on which the exhibit is proposed to be conducted.

THE COMMITTEE ON INSTITUTES have arranged a programme for twelve institutes this spring, to be held by the four regular conductors. They are assigned either to counties which were not aided by the committee last summer and fall, or to those which are, perhaps, most in need of institute instruction. Applications for institutes from six other counties or superintendent districts could not be granted, partly from the want of funds, and partly because the conductors will be employed at the time designated in these applications. The committee were desirous of holding this spring a larger number of institutes, so that they would not be compelled to provide for so many next summer and fall. There are in this state sixty-five county superintendents, all of whom are required by law to conduct each year institutes for the instruction of teachers in their respective counties. There are yearly demands upon the committee for sufficient aid to hold, under the management of these superintendents, from sixty-five to sixty-eight institutes. So those for next summer and fall must reach, as they did in the last series, over fifty in number. This plan necessitates the employment of a larger force of institute instructors, and the expenditure of a greater amount of money. The committee are compelled to adopt measures for the more economical management of the work in their hands. For the past two years, they

have audited but very few accounts of the superintendents for the incidental expenses incurred at their institutes, and they have paid for only a few lectures before the institutes. For the coming year, they require the superintendents, in providing for their institutes, to furnish the principal conductors such assistance as they may need, unless it is specially provided by the committee.

THE OUTLINE OF WORK for the institutes held this year, has been published by the Institute Committee. Sufficient number of copies are printed to supply both the spring and the fall series. They will be furnished to the county superintendents in time to be distributed among their teachers, so that they can make beforehand due preparation on the subjects discussed in the institutes. The circular containing the outline is the fullest ever issued for the use of the institutes in the State. There is included the course of study for the ungraded schools. This is again supplied the institutes for the reason that it will better enable the conductors to explain the main features of the course to the teachers who can be induced to adopt them in the organization of their schools. This course, also, indicates the substance and the divisions of the instruction which will be presented at the institutes for the following three years. As already announced, the scheme of work for this year embraces very largely the studies of the First Form or the Primary Section of this course. This brings before the members of the institutes fewer studies for investigation, and, therefore, enables the conductors to concentrate their teaching on fewer points It treats of those subjects just now in most need of explanation before the teachers of the young children in our public schools. To gain a firm foot-hold in the primary work will sooner secure the adoption of the best methods in the management of the rural, ungraded schools of the State. This departure of the Institute Committee and the regular conductors will, without doubt, be heartily supported by the superintendents and teachers.

THE ANNUAL REPORT of the State Superintendent makes a volume slightly larger than that of last year. It contains the usual special reports of the county and city superintendents, of the state institutions of learning, of the different educational meetings, and of the academies and colleges of the State. It presents, as a prominent feature, full comments on the statistical returns of the schools. Many people have not the time to study the different tables in the Report and deduce from them such conclusions as will show the actual conditions of our schools at the present time. The returns this year are, on several points, more complete and accurate than usual, and we trust that these comments will be widely read and carefully considered. They furnish the basis for such suggestions in reference to the needed improvements in our schools, as will occur to the most thoughful and those most interested in the prosperity of our school system. They are preceded by a brief review of the points most apparent in the progress of our educational operations during the past year. The principal defects in our system, made more obvious by this progress, are fully noticed in his report.

THE LEGISLATURE OF THE STATE has authorized the purchase of six hundred copies of Webster's Unabridged Dictionary for distribution among the public schools. The bill on its final passage before this body had, in opposition to it, only five votes in the Senate and one in the Assembly. In the latter house it received the support of ninety-five members. This closes the contest which has been in progress for four years. The attempt was first made to provide Webster's Dictionary at a reduced cost. This succeeded so far as to lower the price of the work, as obtained of its publisher, from $8.00 per copy to $7.00. Three years ago, the attempt was made to secure the Dictionary at $6.00 per copy, but it failed. In 1878, the State Superintendent was directed to purchase four hundred dictionaries at $6.00 per copy, or two hundred, at $7.00. They could not be obtained for less than $7.00, and so only two hundred were ordered, and these were all distributed to school-districts as first supplies. During the winter of 1879, an unsuccessful effort was made to induce the Legislature to provide for the purchase of four hundred copies. So the State Department of Public Instruction has, for nearly a year and a half, been placed in the predicament that it was authorized to furnish Webster's Unabridged Dictionary to the school-districts of the State, but it was denied the privilege of obtaining copies of the work by the action of the Senate and Assembly. The dictionaries have been purchased, some years by the State Superintendent, for sale at first cost to school-districts on re-supply; but the Revised Statutes adopted in 1878 are understood as forbidding this officer, without special authority from the Legislature, from obtaining this work or any other book, to be distributed among our schools or sold to any person.

This conflict was rendered more complicated by the publishers of Worcester's Dictionary, offering to supply the State with their Unabridged edition, during the winters of 1878 and '79, for $5.00 per copy; and during this winter, for $6.00 per copy. Also, through the agency of these publishers, the effort was made this winter, in both the Senate and Assembly, to repeal the sections of the Revised Statutes which authorize the adoption of Webster's dictionaries for the use of the public schools and their distribution by the State among these schools. The bills on this subject have been indefinitely postponed by both houses.

For over a quarter of a century, Webster has been made, in the public schools, by the law of the State, the standard for the spelling, pronunciation, and definition of words. So thoroughly has the State been committed to the use of this work, that Worcester's Dictionary, though an able and scholarly production, has really met with no demand for its introduction. Those who advocated its merits in the Legislature stated that their object was not to secure the use of Worcester in our schools, but to reduce the price at which Webster could be sold to the State. Besides, the improvements which have recently been added to Webster's large work made the exertion more easy to purchase this winter the six hundred copies.

Without doubt, this triumph ends the controversy for years to come. The State has decided that Webster's Unabridged shall remain the standard in our public schools, teachers' institutes, Normal Schools, and State Departments. It takes the position that the introduction of any other authority on subjects covered by such a dictionary, would produce confusion where stability and certainty even

in the smallest details are needed; and that it would in the end cost the people of the State large sums of money, in the changes that would be required in the text-books of the schools, to conform to the new authority.

AN EDITION OF THE SCHOOL CODE, with comments, was published in 1878, by the Department of Public Instruction, for distribution among the school-districts of the State. This was then necessitated by the adoption, at that time, of the Revised Statutes, which changed in many points the school laws. This edition is exhausted, and a new one will be issued this spring. The code will be carefully revised and considerably enlarged. Though containing some new matter, it will not supplant the former edition. It will be published to meet the demand for the school laws, constantly made upon the Department by new districts, and by clerks of old districts which failed, in the last distribution, to receive their supply. Arrangements have already been made for Hon. David Atwood, State Printer, at Madison, to issue an extra edition of the work, to be sold to teachers and others who cannot be furnished with copies of it by the State Superintendent, according to the rules of his office controlling its distribution. The work as thus issued will be well bound and sold at fifty cents per copy.

BUT VERY LITTLE LEGISLATION on school affairs has been demanded this winter. The prevailing idea among the people has been that the leading duty of the state just now is to develop, as far as possible, the educational measures already placed in their hands. By this course, they will be more contented to rely upon the forces now in operation, and not turn to the legislature every time they desire to inaugurate some reform or improvement in our school operations. It is comparatively easy to introduce by law new methods of work or organization, when an active sentiment has been created among the people in favor of such changes.

A few bills have passed both houses of the legislature this winter, to remove some disabilities from school-districts, which have arisen through neglect of their school boards. The senate indefinitely postponed a bill to authorize town boards, in case a district shall be joint between two or more towns and a village, to have the power to detach such territory in the joint district as is not within the limits of the village without the concurrence of the trustees of the same.

Up to this time, the assembly has defeated, besides the proposition to repeal the sections of the revised statutes providing for the distribution and use of Webster's Unabridged Dictionary in our public schools, the following measures: (1) To require school-district boards and boards of education to construct and maintain proper and suitable fences around school-house sites and grounds whenever they adjoin agricultural grounds, fenced and used for agricultural purposes; and to transplant and set, upon such sites, suitable shade trees, in the absence thereon of native forest trees suitable for shade and ornament. (2) That no person shall be eligible to the office of county superintendent of schools, who is not a practical teacher, and holds at least a second grade certificate. (3) To

repeal the section of the free high school law which provides for raising $25,000 each year to aid such schools.

The fate of a few other bills has not yet been decided. They will be noticed in our next issue.

Messrs. Editors. — Please insert the analysis of the following example in your next issue, and oblige:

John bought 5 melons for 5 cts., and James 3 melons for 3 cts.; they then joined Thomas, and each ate an equal share of the melons; when Thomas left, he gave them 8 cts.; how should this be divided?

Windsor. SUBSCRIBER.

The boys share equally in the pleasure of eating the melons. Since the 8 cents paid out by John and James comes back to them, from Thomas, it should be divided in the same proportion in which it was expended: John taking 5 cents and James 3.

NEW PUBLICATIONS.

LIVES OF THE PRESIDENTS. By John S. C. Abbott, author of "History of the Civil War," etc., etc. Boston: B. B. Russell & Co. 566 pp. 8vo.

This very handsome and interesting volume will supply a wide popular demand. It is in fact a history of the United States, grouped around the centra figures of the nineteen presidents. In some respects it is one of the best way for a young person to become initiated into the history of his country to read a book like this, as the biographical form of it secures interest and attention. The work cannot but have a large circulation. Mr. Abbott is well known to be one of our most graphic and popular writers, and he has done his work with skill, fidelity, and impartiality, and with a due regard to proportion. The book is embellished with portraits of all the presidents, on steel, and with various other engravings, and is handsomely printed and bound. A concluding chapter gives a birds-eye view of the progress of our country during the first hundred years. We would refer our readers to the advertisement on another page, and especially teachers, who want to canvass during vacation.

BENDER'S ROMAN LITERATURE is a compact production of German scholarship, translated by Profs. Crowell and Richardson, of Amherst College. Extending from 270 B. C. to A. D. 500, the whole duration of Roman Literature is divided into five periods by the author, the third period, the Augustan, or golden age, reaching from 70 B. C. to 14 A. D. The work is to the literature of the Latin language what some of our best manuals are to the literature of our tongue, and the results of painstaking German scholarship are embodied in a volume of 150 pages, published by Ginn and Heath, of Boston. The book will be cordially welcomed by earnest Latin students.

THE CHILDREN'S HOUR, compiled by Mrs. Mary B. C. Slade, editor of "Good Times," and published by Henry A. Young & Co., Boston, contains dialogues, speeches, motion songs, tableaux, charades, blackboard exercises, juvenile com-

edies and other entertainments, for primary schools, kindergartens, and juvenile home entertainments. Those who have to do with young children, at school or at home, will find much in the book to aid them in entertaining and improving the little ones. 125 pp., 16 mo.

HALF A HUNDRED SONGS, for the School Room and the Home, is the title of a little volume by Hattie Sanford Russell, published by Davis, Bardeen & Co., Syracuse, N. Y. Some of the songs are not without poetic merit, all are suitable for children, and appropriate tunes are indicated — generally old familiar ones that every body likes and can sing.

NORTH AMERICAN REVIEW. — The leading article for March is by ex-Judge Jere S. Black, and is entitled "The Third Term," being a reply to ex-Senator Howe's paper in February. Mr. Black holds that to elect General Grant to a third term of office in the presidential chair would be a violation of a custom that is stronger than any laws or constitutions whatever; that it would in effect be the end of our republican institutions, and the installment of "empire." Hon. E. W. Stoughton follows Mr. Black, taking precisely the contrary view, that not only is a third term not a thing to be deprecated, but that it is eminently desirable, especially if, as in General Grant's case, an interval of time has elapsed between the second term and the third term. A timely article by David A. Wells aims to prove that a discriminating income tax is essentially Communism, and that this is specially true of such an income tax as was levied in the United States by acts of Congress in 1863 and succeeding years. The fourth article is by Rev. Dr. Bellows, and treats of Civil Service Reform. The author recounts what has been done in Britain to reform the civil service of that country, and shows how the experience of British statesmen may be turned to advantage by American lawmakers. Professor Simon Newcomb, in an article on "Our Political Dangers," calls attention to the need of some nonpolitical tribunal for the determination of contested elections. He looks on the presidential struggle of three years ago, and the recent excitement in Maine, as symptomatic of a diseased political condition which calls for remedies very different from those which have hitherto been employed. John Lancaster Spalding, Bishop of Peoria, makes a spirited reply to Froude's recent article on "Romanism and the Irish Race in America." The notices of new books are by E. L. Didier. The number is an excellent one.

HARPER'S MONTHLY FOR MARCH. — This number furnishes some superior illustrations under the articles on "The New York School of Italian Painting and Sculpture," "Among the Arapahoes," "Pinafore's Predecessor," "A Winter Idyl," "Dakota Wheat Fields," and "Vacation Aspects of Colorado." It contains the usual amount of stories, either continued from former numbers or given in full. Longfellow contributes a short but vigorous poem on "The Sifting of Peter;" Paul H. Payne, a poem, "The Snow-Messengers," in which he gives pen portraits of Whittier and Longfellow; and Jas. T. Fields, a poem on "Honoria." "Transportation by Railway and Ship-Canals" is ably discussed by E. H. Derby; and the article on "The Preservation of Hearing," is well worth reading. Published by Harper & Brothers, New York.

SCRIBNER'S MONTHLY.—The March number of this popular magazine opens with a long article on "The Tile Club Afloat," which is profusely illustrated. Then follow the two serials, "Louisiana" and "The Grandissims." The son of Henry J. Raymond continues the interesting extracts from the journal of his father, on the subjects of "Reminiscences of 1865, and the Question of French Intervention." A strong article on "Two Views of Napoleon," is published. It is based upon the memoirs of Madame de Remusat and of Prince Metternich. They furnish a clear insight into the inmost character of the Conqueror. The second supply on Schuyler's work on "Peter the Great" is given, with spirited and superb illustrations. The editorials are furnished under the headings "Topics of the Time," "Home and Society," and "Culture and Progress."

HARPER'S YOUNG PEOPLE.—This publication is a recent candidate for public favor, as only sixteen numbers have been issued. It is an illustrated weekly, octavo in size, and each number with sixteen pages. Most of the illustrations are well executed, and well adapted to please children and young people. The articles consist largely of stories, adventures in hunting wild animals, anecdotes of prominent men, and occasional news items. Published by Harper & Brothers, New York. Price, $1.50 per year, in advance.

THE CANADA SCHOOL JOURNAL.—This periodical is published monthly by W. I. Gage & Co., Toronto, Ontario. It is octavo in size, and each number contains 28 pages. The subscription price is $1.00 per year. The mechanical execution of the journal is excellent—paper clean, type plain and perfect, and arrangement of articles tasty. The work is one of the most solid and reliable exchanges which come to our table. It contains news from all the provinces of Canada, and contributions from the ablest teachers of that country, so near neighbor to our own.

THE NURSERY, as a magazine for the younger portion of the young people, still maintains its excellence, and has of late been much improved. The editor has a rare tact in catering for the little ones. It is always a welcome and anxiously expected monthly visitor, when once it has entered a household. To those primary teachers, and to all teachers of little children, who are looking for something of the sort, in connection with reading exercises, we commend the NURSERY. Published by John L. Shorey, Bromfield street, Boston, at $1.50 a year.

THE two first numbers of the MUSICAL HERALD, a new monthly publication issued in Boston, are before us. The enterprise is backed by both capital and brains, its corps of editors and contributors including some of the best writers on musical topics to be found in this country and abroad. The journal is to occupy a new place in musical literature, being more of the character of a magazine than of a mere record of musical events and current gossip. There will be illustrated articles and music in each number. (See advertisement.)

WE HAVE RECEIVED from Davis, Bewdeen & Co., publishers, Syracuse, "Politics & Schools," an address by Sydney G. Cooke, and "The Elements of Education," a paper by Charles J. Buell. These publishers are issuing a variety of educational tracts, as well as larger works.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

The past month has been quite barren of important events, although marked by a notable reduction of the public debt, unusually large receipts from customs enabling Secretary Sherman to cancel over $11,000,000 of Uncle Sam's liabilities.

— Since our last, the Senate has confirmed the deserved promotion of Wisconsin's popular ex-governor, Fairchild, to be U. S. Minister to Spain. Salary, $12,000 per annum. He takes the place of James Russell Lowell, who becomes Minister to Great Britain. Salary, $17,500.

— The Ute delegation, excepting Ouray, who was retained at Washington for effect, returned to Colorado with Gen. Adams to make another attempt at securing the parties guilty of the White River outrage.

— The infamous Chief Douglas, and two others, having been captured, are now at Washington again. A war in the spring seems probable.

— Parnell and Dillon continue their meetings in this country, though they hardly seem to have the endorsement of Irishmen in general in Ireland itself. James Gordon Bennett, of the *N. Y. Herald*, has given $100,000 for the relief of the famine-stricken in that afflicted country.

THE MONTH ABROAD.

Reports as to the Irish famine are contradictory, some declaring that its greatest stress is over, others that the worst is yet to come. Queen Victoria, who receives two million dollars annually from the public treasury, has given $10,000 to the relief fund. Contrast that with the gift of Mr. Bennett, mentioned above.

— All Europe is disturbed over a trifling increase in the German army — 27,000 added to a force of nearly 600,000. Where is this all to end? Four nations, Russia, Germany, Austria, and France have under arms over *five million* soldiers, besides available reserves.

— Russia alone has an army of over 1,800,000 soldiers. And, with all this, it is most sorely disturbed by internal faction and disorder. The party of discontent, known as the Nihilists, aim to keep the Czar and his court in a state of terrorism by plots against his life. The latest is known as the Winter Palace plot. On Feb. 16, at the usual hour for the royal family to be sitting at dinner, a terrific explosion occurred through the floor of the dining-room, killing several soldiers and attendants. Some delay in arriving at the table had saved the Czar and his family from destruction.

The future of the Russian government is very uncertain, but full of interest.

TWENTY YEARS AGO.

Twenty years is not long. Many a man has spent twenty years in writing one book. Now and then a man has taught twenty years in one school. A man has even been known to spend twenty years courting one girl. What can happen in twenty years? Let us see:

1. Twenty years ago *human slavery* was the great over-shadowing institution of this country. The southern overseer cracked his whip from Delaware to Texas, and the slave-holding politician cracked his whip in the halls of Congress. Twenty years has freed 4,000,000 slaves in the United States. It has also brought freedom to the serfs of Russia, the slaves of Brazil, and, now, of Cuba.

2. Twenty years ago, *commerce* may be said to have been still in its infancy, or youth at most. European commerce with Asia still went around the Cape of Good Hope; New York sought San Francisco by way of Cape Horn. The Suez canal, the Pacific railroads, the general substitution of iron ships for wooden ones, the great improvements in marine steam-engines, and the extensive supersedure of sailing vessels by steam craft, mark really a complete revolution in commerce.

3. Twenty years have brought a radical change in modes of *warfare*—especially at sea, where steel-clad floating batteries, rams, and torpedo-boats, have so completely displaced the old wooden war-ships.

4. Twenty years ago, the Atlantic cable was not yet a fact (the first successful one was laid in 1866), and European news ten days old was alarmingly fresh.

5. Twenty years ago, the *currency* of this country was, almost wholly, a wretched, deceptive, dishonest "wild-cat" paper money, if money it can be called. Now we have an interchangeable currency of gold, silver, and government paper, which, if not quite perfect, is doubtless as good as any in the world.

6. Twenty years ago, physical *science* was practically only a sort of novelty. Now it is revolutionizing the life and thought of the world. To mention only its practical achievements, the spectroscope, the telephone, and all the other *'phones*, the great improvements in telegraphy, and the various arts of illustration, are of themselves sufficient to make this a new world.

7. Twenty years ago our houses were lighted by tallow candles. Can any one now realize how feeble was that illumination? Surely the general adoption of kerosene, almost throughout the civilized world, is not the least of the great events of our own time.

8. Time forbids to speak properly of the great political events of the old world, the unification of Italy, and the end of the temporal power of the Popes, the unification of Germany, the downfall of the Napoleonic dynasty, the dismemberment of Turkey.

And then, the solution of the Nile problem, and the exploration of the very heart of the Dark Continent. Twenty years! Will the world ever see such another?

IN ORDER that the Historical Department may be closed later in the month which it records, we place it here in our third and last "form."—EDRS.

ANALYSIS WANTED.—Not having Harvey's Grammar at hand, we submit the following to those who have.—EDRS.

Will you please analyze the following sentence according to Harvey's mode of analysis, and publish it in the Educational Journal, and oblige,

Darlington. DANIEL MCCONNELL.

"I am now at liberty to confess that much which I have heard objected to my late friend's writings, was well founded."

NOTES.

THE COUNTY NORMAL SCHOOL in Waushara county opens March 14th, at Pine River, and continues five weeks.

THE CHICAGO BOARD OF EDUCATION have ordered that when a lady teacher marries, her marriage shall be considered a resignation from the school service.

MISS JANE COLBY and Miss Jennie Campbell, for years teachers in the high school at Fond du Lac, have departed for Cape Colony, Africa, to teach in a seminary at that place.

THE NATIONAL EDUCATIONAL ASSOCIATION will hold its next annual meeting at Chautauqua, N. Y., beginning the 13th of July. It is thought that the meeting will be a large one.

WHITEWATER NORMAL SCHOOL graduated a class of twelve in the Elementary Course, the last week of January. They bore a creditable examination before the committee of the Normal Board.

MISS HOSFORD, assisted by Prof. T. F. Frawley, will hold a private teachers' institute in Eau Claire county this spring for one week. She will use the syllabus prepared for the regular institutes this year.

MISS ANNA W. MOODY, of the Oshkosh Normal School, who has been ill with acute bronchitis, has gone home to her friends at Geneva Lake, and will not return to school until the commencement of the spring term.

THE BOARD OF EXAMINERS for State Teachers' Certificates have, on review of the standing of John F. Hirsch, of Milwaukee, at the last examination, recommended that he receive the Life, instead of the Limited certificate.

THE CEILING in one of the rooms of the Oshkosh High School fell down Wednesday morning, Feb. 11; but fortunately none of the pupils were hurt, as when the cracking commenced they prostrated themselves under the seats.

THE BOARD of Normal Regents have, again, secured the services of Miss Rose C. Swart, now teaching in a private school at St. Paul, Minn., to take the charge of the department of Geography in the Oshkosh Normal School next year.

AT a special meeting of the board of trustees of Carleton College, it has been decided not only to rebuild Willis Hall this year, but also to erect a building for laboratory purposes and other requirements of the natural science department."

PROF. E. W. HULSE, formerly a teacher in this state, is now in charge of the public schools of El Dorado, Kansas, and is a candidate for the chair of Rhetoric and English Language in the State Normal School at Emporia, that state.

INDIANA in apportioning, Jan. 1, 1880, the school revenue among the districts of that state, had $679,014.98 derived from the general tax. The total amount apportioned was $907,279.83; and was $1.26 per capita of the school population.

THE STATE NORMAL SCHOOL building at San Jose, Cal., was totally destroyed by fire, Tuesday, the 10th of February. Loss $250,000. It was the work of an incendiary. Prof. C. H. Allen, so favorably known in this state, is the principal of the school.

MISS HOSFORD, superintendent of Eau Claire county, writes in reference to the Institute syllabus for this year: "The work indicated is just what we need, and I think holds the promise of more good to district and primary schools than any before issued."

THE GOVERNOR has reappointed and the Senate has confirmed Regents Weeks, Andrews, and Chandler as members of the Normal School Board, for another term of three years. Regent Wright was also confirmed as a member in the place of President Starr, who died a year ago.

SUPT. STOCKWELL, of La Crosse county, advertises that he will hold a private institute at Bangor, beginning March 15th, and continuing one week. He will be assisted by some of the older teachers of the county. He states that "those who are to teach during the spring and summer, are expected to attend."

THE WEEKLY ENROLLMENT in the High School at Bay View is 65, and in all the departments of the school, 450. Prof. Funk has instituted a system of monthly examinations and reports, on the standing of the pupils in their studies, and in attendance and punctuality. The reports are sent to the parents of the pupils. The scheme is said to be working finely.

THE STATE SUPERINTENDENT has appointed the regular Board of Examiners for Teachers' State certificates, for the coming year, as follows: Prof. Geo. W. Peckham, of Milwaukee; Supt. Jas. T. Lunn, of Ironton, Sauk Co.; and Prof. J. B. Thayer, of River Falls, Pierce Co. The annual examination will be held in August.

THE BOARD OF NORMAL REGENTS have authorized the Executive committee to prepare and report, at the next meeting, plans and estimates for the erection of an addition to the normal school building at Platteville, for the special accommodation of the training department. It will include a room for a kindergarten.

THE COUNTY OF NEW, created last winter out of the territory of Oconto county, was named Langlade, Feb. 19th, by the act of the legislature. This is in honor of the first French settler at Green Bay. The name will not have the French pronunciation, but the English, as *Lang-lade*, *a* in the last syllable having its long sound.

A NEW DEPARTMENT has been added this year to the graded school at Oconomowoc, and the wages of all the teachers have been advanced. Prof. Hibbard, the principal, writes: "I think that our school is much more orderly, and that the work done by the pupils is better in quality and more in quantity than in any other year since I have been here."

THE PUBLIC SCHOOL at Lodi was closed a week last month on account of the sickness of some of the teachers and pupils. Prof. W. E. Todd, the principal, states that the present year is the most prosperous in the history of the school. As many as 28 young people living outside the district are in attendance this winter, mainly in the high school department.

PROF. A. F. NORTH says, in respect to the new Institute syllabus: "The work mapped out is of a more distinctly normal character than any that has preceded it. It deals much less with mere academical work, and much more with the true Institute work, namely, *teaching teachers how to teach*—a much more important and difficult work to handle satisfactorily."

IN THE CASE of the Attorney General ex rel. Saunders vs. The Albion Academy and Normal Institute et al., Judge Stewart, of the ninth circuit court, has rendered a decision in favor of the defendants, the present trustees of that institution. The principal points of the decision are that the school is more of a private corporation than a public institution, and that therefore the Attorney General has no more jurisdiction in the premises than in any other private matter. The case occupied the attention of the court for several days, and able counsel were employed on both sides: Hon. S. U. Pinney, of Madison, for the prosecution; and Hon. I. C. Sloan, of the same place, for the defense.

THE DEMANDS for the articles from the Report of the State Board of Health, placed in the hands of the State Superintendent for distribution, are so large that he has been compelled to supply the county and city superintendents, to hand to their teachers, only such a number of copies as is equal to two-thirds of the number of teachers actually employed in their schools.

DR. HARRIS has given notice to the school board of St. Louis that he will not be a candidate for re-election in May next. This will be a loss to St. Louis, and will be of serious import to the profession throughout America, if he retires from the field of education. During the twelve years of his inspectoral work the pupils of St. Louis Public Schools have increased in number from 15,000 to 50,000.

G. W. STREET, the boy who graduated at the Union School, Waukesha, last year, and who won, last fall at a competitive examination, the appointment from the First Congressional District to the Naval School at Anapolis, Md., has recently passed the semi-annual examination, and stands second in his class, and was one of two in a class of 130 who received the decoration of a star. He was first in his class in mathematics and naval drill.

THE GOVERNOR has reappointed as Regents of the State University, for the term of three years, Hon. E. W. Keyes, for the State at large; Hon. J. B. Cassoday, for the First Congressional District; Hon. W. E. Carter, for the Third District; and L. B. Sale, Esq., for the Sixth District. Judge T. D. Steele, the regent from the Seventh District, has resigned; and Hon. C. D. Parker has been appointed by the Governor to fill the vacancy.

THE SALARIES of Prof. F. H. King, teacher of the Physical Sciences in the River Falls Normal School, and of Prof. L. C. Wooster, occupying the same position in the Whitewater Normal School, were raised, at the recent meeting of the Normal Regents, to $1,500 each. The salary of Mrs. Ada Ray Cooke, teacher of the Intermediate Grade, in the Whitewater school, was also raised to

$700. The increase in these salaries begins at the middle of the present year.

THE LAST QUARTERLY REPORT of Supt. Harris, of St. Louis, Mo., contains the following statistical summary of the kindergartens of that city:

"In the kindergartens the number of paid teachers was 150; of unpaid teachers, 47; total, 197. The average number of pupils belonging was 4,503, of whom 2,718 were attendant on the primary school for half a day, and 1,785 attendant on the kindergartens alone. The total number enrolled in the kindergartens for the ten weeks was 5,838. The number of kindergartents was 52—counting each morning and each afternoon separately."

A YOUNG school mistress who peeped has lost her cer ificate, and the supreme court of Iowa will give her no redress. She had applied for a certificate, and during the examination was caught glancing over the shoulder of another applicant, and getting answers to questions propounded in arithmetic. The superintendent refused to issue the certificate, and the young lady brought suit in the circuit court to compel him to do so. She carried her point in the lower court, but the decision has been reversed in the supreme court.

MISS BETSEY M. CLAPP, the superintendent of St. Croix county, writes: "I have made 85 visits since September, and I hope to reach as many as 10 more schools before they close the winter term. I set down as items for encouragement: a steady increase of districts which have adopted new books this winter; more written work, more attention to language, and less clinging to the bare letter of the lesson; some efforts to secure a supply of fresh air; and more intelligence and mental activity, as seen in the faces and movements of the pupils."

A DISTRICT CLERK writes indignantly as follows, in reference to a request for the school board to report to the county superintendent the condition of their school, as ascertained by a personal visit and inspection:

"In closed you find a Blank from the County Superintendent wich he send me to fill out. i dont fint any thing in the School Laws for Dist. Clerks to do so. Now Pleas let me no if there is a new law past that I dont have in the School Law. i dont think that we Dist. Clerks have to do his works, for if he koms to our School hous he can see all that himselvs."

THE STATE BOARD OF HEALTH have placed in the hands of the State Superintendent, for gratuitous distribution among the teachers of the State and other educational persons, 5,000 copies of the articles, in their Annual Report, on "Our Public Schools in their Relations to the Health of the Pupils," by Dr. J. T. Reeve, of Appleton, the Secretary of the Board; and on "School-Houses," by Prof. T. W. Chittenden, who is employed by this Board. These articles have high merit. The county and city superintendents have been asked to assist in the distribution of these articles.

A TEACHER of much experience remarks, that in certain schools where it seems to be thought necessary to maintain as far as possible a death-like silence, the children are required to walk on tiptoe; that this is unnecessary and unnatural, and tends to the formation of an ungraceful and injurious habit. We think he is right. When it is necessary for classes to move, let them walk orderly but naturally. There is such a thing as a too repressive mode of handling a school, under which the restless spirit of children changes, and which does more harm than good. This is too common.

A MEETING of persons especially interested in Normal instruction, has been called for the third week in July next, at Put-in-Bay, in Lake Erie. The following topics are proposed for discussion at this meeting: 1. The formation of a body of educational doctrine. 2. The unification of professional instruction in normal schools. 3. The relation of normal school work to the state. 4. The education of the public with reference to normal schools and their work. 5. The relation of academic to strictly professional work. 6. The relation of model and training schools to normal schools.

PRES. PARKER, of the River Falls Normal School, has addressed a letter to the county superintendents of the northwestern portion of the state, with the following introduction:

"I respectfully invite your attention to the following published opinions of this school [given by the several examining committees of the state], and request you to counsel teachers under your supervision to seek the advantages of the school. Discrimination in your nomination of candidates to the Normal, will enable the school to devote its energy to the teachers whose work in turn is to effect district schools most beneficially. Please urge Normal instruction upon the attention of your teachers, and place this circular in their possession."

Prof. ROCKWOOD, of the Whitewater Normal School, has been lecturing lately at Berlin and Janesville. The Berlin *Courant* thus speaks of one of his efforts in that city:

"Last Saturday evening a large audience assembled at Library Hall to hear Prof. Rockwood's readings, and all were well pleased with the entertainment. The Prof. is an excellant elocutionist, and was especially good in his dialect selections. The best thing of the evening, however, was 'Jack Rucker's Last Ride,' composed by Prof. Rockwood himself. The poem is very smooth and in-

tensely interesting, while the manner in which it was recited placed it in the best possible manner before the audience."

THE NORMAL SCHOOL REGENTS voted to open a kindergarten, as soon as practicable, in such one of the four normal schools as the committee on the Employment of Teachers should find most suitable for this new department. It is to be connected with the model classes of such school, and to afford an opportunity for the training of normal students in the kindergarten methods. This committee will decide at once where this department will be located, and they will open it at the beginning of the spring term, provided they can, by that time, make the necessary arrangements. This action of the Regents will be hailed with great satisfaction by many of the teachers in the state. It will aid in revolutionizing the primary instruction given in our public schools. Since the above was written, the committee have selected Oshkosh as the school.

THE ANNUAL REPORT of the Board of Education of Madison, for the last school year, contains an elaborate and judicious discussion by the Superintendent, on the matter of the "Bible in School." Mr. Shaw, after a patient examination of authorities, reaches the conclusion that the whole matter "is left in the hands of the local boards," subject to the constitutional restriction as to sectarian instruction, and holds that moral instruction cannot be ignored by the teachers, and must have a religous basis. In this he is sound, we think. The returns for the year show progress and prosperity. It should be now generally known that the Madison High School is making special efforts to serve, for all whowish, as a preparatory school for the University. If this idea is well carried out, it will have a relation to the University in time like that of the High School of Ann Arbor to the University there.

PRESIDENT MERRELL, of Ripon College, has an excellent article in the Ripon *News Letter* on "Liberal Culture," answering the sever a questions: "What is liberal culture?" "Why secure it?" "Where can it be had?" To the first he replies: "Liberal culture is the cultivation of man as man; it implies 'the symmetrical expansion and the discipline of the human powers.'" In answering the second question, among other things he says: "No man has a right to be weak, or of meager influence, or ignorant, or the slave of incapacity, or to let his faculties shrivel, when it is possible for him, by thorough education, to become strong, intelligent, à master of his powers and a man of robust faculties. Liberal education should be sought in the interest of sound economy." His reply to the third question is, substantially, "Go to college," quoting from Dr. J. P. Cleveland: "College drill will impart, in after life, a justor self-respect, clearer methods of thought and speech, and a stricter employment of the reason and the conscience."

THE ORIGIN OF "$."—The editor of the London *Whitehall Review* at a dinner recently propounded the following: "what is the origin of the sign for the American dollar?" The American consul did not know. It was suggested by one of the guests, upon the authority of "Notes and Queries," that the sign was a sort of monogram of the United States from "U. S." But this would not do. The American dollar, says the editor, is taken from the Spanish dollar, and the sign is to be found, of course, in the associations of the Spanish dollar. We littered the table with books in the course of our researches, but I proved my point in the end, On the reverse of the Spanish dollar is a representation of the Pillars of Hercules, and round each pillar is a scroll, with the inscription, "*Plus ultra.*" This devise in the course of time has degenerated into the sign which stands at present for American as well as Spanish dollars, "$." The scroll round the pillars, I take it, represents the two serpents sent by Juno to destroy Hercules in his cradle.

THE INSTITUTE COMMITTEE of the Normal School Board have arranged for the following institutes this spring, to be under the charge of the conductors named:

ROBERT GRAHAM.

Fond du Lac county, Fond du Lac, March 22, 2 weeks.

Waushara county, Pine River, April 5, 2 weeks.

ALBERT SALISBURY.

Portage county, Plover, March 15, 2 weeks.

Jefferson county, Fort Atkinson, March 29, 1 week.

Rock county (1st dist.), Evansville, April 5, 2 weeks.

JESSE B. THAYER.

Barron county, Barron, March 8, 2 weeks.

St. Croix county, Hammond, March 22, 2 weeks.

Chippewa county, Chippewa Falls, April 5, 1 week.

Clark county, Unity, April 12, 1 week.

A. J. HUTTON.

Columbia county, Portage, March 22, 1 week.

Monroe county, Sparta, March 29, 2 weeks.

Richland county, Richland Center, April 12, 2 weeks.

THE REGENTS OF THE STATE UNIVERSITY, at their last semi-annual meeting, adopted the following resolution, which enforces the provision passed by them at the annual meeting in June, last lear:

"*Resolved*, That the Board of Visitors are hereby requested to visit the University and examine the work of instruction, at least once each, before the close of the school year, singly or in groups, as may be most convenient for them, and to be present at the annual meeting of the Board on the 22d day of June next, to report the results of their visits and examinations."

The Board of Visitors here mentioned, for this year, are as follows:

State at Large:
Hon. John Brindley, Boscobel.
Hon. Gustav C. Trumpff, Milwaukee.
Prof. Robt. Graham, Oshkosh.

Congressional Districts:
First, Hon. E. B. Dewing, Elkhorn.
Second, Hon. E. E. Woodman, Baraboo.
Third, Hon. H. H. Gray, Darlington.
Fourth.
Fifth, Charles Luling, Esq., Manitowoc.
Sixth. S. D. Hastings, Jr., Esq., Green Bay.
Eighth, John A. McDonald, M. D., Chippewa Falls.

The committee of the Regents who assist this Board in the examination are L. B. Sale, Esq., Hon. W. E. Carter, and Hon. Geo. H. Paul.

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A Journal of 28 pages, for Teachers, Students, and all lovers of Music. The foremost writers in all departments of musical culture, including Voice, Piano, Organ, Orchestral Instruments, Choral Music, both SECULAR and SACRED, Harmony, Theory, etc., have been engaged, making it a journal indispensible to a GOOD Musical Education. PASTORS and CHORISTERS, ORGANISTS and CHOIRS, will be specially interested in the department of *Church and Sunday School Music.* Terms, *$1.50* a year, which includes

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KINDERGARTEN TEACHING.

(Report presented by W. H. RICHARDSON, chairman of the committee, before the State Teachers' Association, Dec. 31, 1879, and adopted by that body.)

The committee to whom was referred the subject of Kindergarten Teaching, report as follows:

The great importance of reforming our methods of primary teaching, demands that every proposed change shall be carefully considered, and its value demonstrated, before it is incorporated into our system of public education. Here we must be truly conservative. We utter but a truism in saying that progress moves not in straight lines, but zigzags from one extreme to another; now overreaching truth, now descending far below it. The cool, deliberate spectator, often perceives that some popular measure is being carried too far, but is powerless to stay it, till its reaction returns with great injury to the community. Besides, the average American is prone to hobby-riding. Now it breaks out in our national game of base-ball, or in wrestling matches and walking contests, on the physical side. Within the last year or two, on the intellectual side, we have witnessed a mania for decorative art, porcelain painting, and the like, sweeping over the West, monopolizing every thought of fashionable lovers of art. The true artist sees good in this, but looks beyond, in hopes of a higher æsthetic growth. This love of novelty, leading to excess, shows itself even the sports of our pupils. As teachers, we have witnessed the introduction, idolization, and burial, for a season, of manias for playing marbles and ball, jumping rope, etc., in rapid succession. And we all know to what extremes these things can be carried, if not

skillfully managed by an intelligent master, who can understand and appreciate the good that may be wrought out of this native love for novelty. This same thing crops out in educational matters. Within the past five years, we have witnessed the spelling-school mania, the phonic mania, and, may we add, the spelling-reform mania, each containing a kernel of good, wrapped up in a good many coats — the husk and shell of abuse; the advocates of each, judging from the amount of their misplaced zeal, would have us believe that the whole universe of education gyrates around their idol as a center. But it does not, nevertheless, we are skeptical enough to say. This is one extreme; the other is found in those advocates of the old cramming processes in education, who, so often deceived, it may be, by sham reforms, *utterly* refuse to listen to any measures which look toward a change. Now and then, it is true, an extremist of this kind becomes converted — yes, really converted, but not changed, he is an extremist still; and from stultifying the memory with *everything*, making it a kind of receptacle for all that is passing before the mind, — good, bad, and indifferent, — he would exercise it on *nothing*. We must be excused if we do not follow him in the warmth of his enthusiasm. The golden mean lies between these extremes, and our task has been to try to find that mean; we premise that we are no extremists. Our labor has been carried on with great caution, avoiding the extreme of *utter* condemnation of the kindergarten on the one hand, and that of its unworthy praise, on the other.

And first as to the spirit and aim of the kindergarten as advocated by Froebel and his disciples; the aim is the gradual and systematic development of the child as an *organism*. Here we find no *new principle*, but the kindergarten does furnish us a *new application* of the principle. It endeavors to promote the child's development by using his own little world of ideas as aids. "Starting with the alphabet of things by combining, arranging, and recombining these elements, always working under the law of the free activity of the child, and under the higher law of order, sympathy, and proportion, it seeks to implant in the child's mind those foundation ideas which underlie all knowledge. As the artist conveys his ideas not by words alone, but by the form he presents, so the child builds his thought into tangible form; and while doing this, under guise of play, he is gaining possession of his own powers, and that deftness of hand manipulation, that keen eye perception of form and symmetry, which will ultimately fit him for any one of the mechanical arts."

There is also philosophy and educational value in the order in which the child is led, step by step, from the concrete to the abstract. The ideas of the child-world are crude and chaotic. To appreciate this, we must step down from our high chairs of stern logic and critical analysis, into an arena of unclassified ideas. We must go with the child into a picture gallery, as it were, decorated at once with the master pieces of Raphael and Michael Angelo, alongside the gaudy daubs of the common sign painter — all apparently interminably confused. In this art-gallery of nature there is no regularity in the order in which these pictures come before the mind. One sees only the works of Raphael; another, only the daubs of the sign painter; all perceive differences and similarities. Here, then, is the starting point; the successful teacher will seize upon the spirit of the work. The Kindergartner must lead the child through this art gallery, and by familiar conversation and skillful questioning, direct his powers of observation in such a way that he will classify the objects of his perceptions in accordance with the laws of symmetry, harmony, and beauty. By using his own powers, the child works out his own development. This, it seems to us, is fundamental to the kindergarten idea, and ought to be fundamental to all teaching. By means of that most concrete of all objects, the ball, he passes gradually to that object, the most nearly abstract, the point, by steps systematic and complete, omitting nothing, leaving no gap to be filled up in after years of school life. Dealing with things, he first learns their properties, afterwards the names of these properties, and thus the abstract is constantly bound to the concrete. The kindergarten has also another aim, viz., *training*. This is secured, not as much by restraint as by concert actions, which develop the child's love of order; in other words, it aims to curb evil tendencies, and promote the highest good, by means which appeal directly to his perceptions and feelings.

"It is also the aim of the various games and plays to give him grace of movement, to exercise all the physical powers, and to cultivate in the child that social nature which will fit him for life in society. So that when the child has completed the three years of kindergarten work or play — from four to seven — he will be in possession of the following ideas and powers (if the aim of the kindergarten is secured): *Form*. He shall be able to recognize and know terms for ball, cylinder, cube, oblong, triangles of various kinds, pentagon, hexagon, etc.; *lines*, straight, crooked, curved, slanting, perpendicular, vertical, and horizontal; *angles*, right, acute, obtuse; ideas of position and direction;

colors, primary and secondary; *properties of matter*, hardness, softness, weight, elasticity, size, etc.; *number*, to count and combine simple numbers. Ideas of fractions, to know the relation of the whole to the part, the part to the whole, proportion; also, a great amount of miscellaneous information in regard to animals and plants and the different departments of nature, and the activities of life, given in the form of little stories and talks and songs in connection with the building of forms of life, beauty, or knowledge. He will also be in possession of the following powers: To discriminate likenesses and differences between things related (law of connection of contrasts), to have clear and definite ideas about his work, and be able to put those ideas into language, distinctly enunciated; to be polite and courteous to playmates, and free, respectful, and obedient to his superiors. He will be in possession of his physical powers — the highest for that age — with eyes to see and hands to do; the good of his nature will be developed and strengthened, and the evil, if he has any, will be repressed under the warm and genial influence of the kindergarten."

These aims constitute the ideal beginning of all true education. How are they to succeed? Rousseau, in his Emile, plead for a return to nature, and our systems of education have improved wonderfully under the impulse which he and other reformers gave to object teaching. Instead of a return to nature, the kindergarten idea demands that we begin with nature. It deals with things first. Froebel, its founder, endeavored to form a complete alphabet of things, orderly arranged in his twenty gifts. These are the means he proposed; yet they are only tools, very necessary, it is true, absolutely essential perhaps to complete and finished work, but the kindergartner — the living teacher — must use them as such. She must also make the immediate objects of the child's environment, minister to his growth; she must appeal to his feelings through language he can understand, in music and story, in play and work, that shall engage all his activities. Yea, she may reject much of the alphabet of Froebel, in case of individual pupils who have acquired this knowledge before entering the kindergarten. Why should she spend time and labor in presenting ideas already perceived and understood by children? Otherwise all of us ought to be remanded to the kindergarten to learn the alphabet of knowledge in its logical sequence, that we may become astute thinkers and cogent reasoners. The alphabet of Froebel is certainly complete, but is not the only one that can be devised. Each teacher may add to or subtract from his in several non-essential particulars, and yet

not destroy its usefulness; just as *c*, *q*, and *x* could be left out of the English alphabet without seriously marring the English language. From an address by Prof. Deinhardt, to the teachers of Austria, at Vienna, last June, it would seem this is now generally conceded. He says: "A portion of Froebel's schools of work is too advanced for kindergartens, and should be reserved for the primary classes of the common school." But here much caution is needed. Let us have a model kindergarten, and then adapt its work to our various schools according to their varying circumstances.

The value of the training aimed at, it will be seen, can scarcely be over-estimated. It affords the best possible opportunity for cultivating the perceptive faculties. These are constantly exercised in comparisons of form, color, and size — the elements of perception. The experience of all teachers who have attempted kindergarten work, agrees in this. From reports made to the commissioner of education in 1874–5, the following extracts are given: "Development of the powers of application and reasoning." "It promotes a healthy and harmonious growth, a habit of attention and a clear perception." "It strengthens the body, exercises the senses, and employs the wakening mind."

Again we say, the kindergarten gives an excellent preparation for work in the higher schools. Madame de Portugall, inspectress of infant schools of Geneva, Switzerland, has drawn up a "synoptical table showing the connection between the kindergarten and the school (which is here exhibited to all who demand a visual perception of that relation); from which it will be seen how closely the work of the kindergarten joins that of the school. Education proper is an evolution, and should present an unbroken chain from the nursery through to the university. The kindergarten is an important link in that chain. It inculcates habits of promptness and accuracy. By keeping the child constantly employed it begets habits of industry, while allowing freedom for muscular development. It affords works for both hands, both eyes, both feet and legs, and thus promotes symmetry of growth and grace in movement, and out of this results economy in work running off into the industries of life. It affords opportunity for cultivating the taste, or aesthetics. From constant work in form and color, harmoniously arranged, the child learns to appreciate symmetry and beauty. By means of play, children are incited to work for themselves, build up what they please, thus they are constantly creating new forms by novel arrangements. This stimulates the invent-

ive faculty — something woefully neglected in most common schools. And, finally, it offers the best method for teaching language and mathematics. The child sees the need of a term to describe something he sees or feels, before he gets that term. Thus his language is full of life; it springs out of objects, rather than clothes objects. And from the fact that in his passage from the concrete to the abstract, he stops at each step in the process, to count back to his starting point, when he does reach the realm of symbols these are always happily associated with the things they symbolize.

Admitting its value, we are called on to answer another important question — the expediency of introducing kindergarten work into the lower grades of the common schools. So far as the success of such work is concerned, that has been demonstrated by the thousands of kindergartens that have been established by charity and private enterprise in Europe and America — by their establishment in connection with the system of public instruction in Austria and Italy, and in St. Louis in our own country. In 1873, the first kindargarten was established in St. Louis through the efforts of Miss Blow; so successful were her labors that in three years that city had twenty-six such schools in connection with its system of public instruction. A word as to the work in our own state. A few years ago, Prof. W. N. Hailman began agitating the subject in Milwaukee, organized private kindergartens in connection with private schools, and by means of lectures endeavored to interest people in their behalf. The result, though anything but satisfactory to Prof. Hailman, yielding him but little pecuniary reward for his arduous labors, gave an impetus to reform in primary education in that city. Had the public seconded his efforts, Milwaukee would to-day be able to show better results of the attempt to introduce kindergarten work into the public schools. Yet some good was done. Many of the public school teachers attended lectures and visited the kindergartens, with the permission of Mr. MacAlister, the President of the School Board of Milwaukee. These teachers became interested, began the study of Froebel — his methods and his philosophy — with a view to adapting the methods of the kindergarten to the public schools. The Board of Education in 1873 prescribed that "kindergarten exercises of the simplest kind, such as are furnished or suggested by Dr. A. Douai's 'Manual for the Introduction of Froebel's System' should be introduced and be carried out as far as practicable" in the lowest grade, and a kindergarten manual was placed in the hands of each primary teacher. But growth has been

very slow. In the truest sense of the word there is no such thing as a kindergarten in connection with any of the public schools of the city. In the normal school students are taught the theory and methods of Froebel, and by means of modelprimary classes they learn the use and to some extent the value of his various gifts. The most that can be claimed for the Milwaukee schools is that they have made a beginning, have seized upon the spirit of the master, and have, as far as the public would allow, adapted his system to the primary school. And this has been done through the zeal and pecuniary outlay of teachers themselves — the school board has magnanimously given its moral support — allowing a place on the programme for kindergarten work, but as yet has not had the means, or the desire to furnish material for the work. But a good deal of this has been supplied by means of concerts and fairs in the various wards of the city, so that now all of the primary schools are doing some kindergarten work. The result of these experiments shows conclusively that the kindergarten is adapted to the needs of the child at the age he enters school; that the lower schools can be made to perform part of the work of the kindergarten in stimulating and training pupils, and that this can be done without greatly enhancing the cost of these primary schools.

But as to the state at large. Can a valuable portion of the kindergarten be employed in the rural district schools? Yes, granted certain appliances: a teacher infused with the spirit and philosophy of Froebel; a recitation or other room in which some freedom might be allowed the children without interruption of the other work, and a school that does not so crowd the programme that haste is the order, and quiet and patience the exception.

To insure success to kindergartens throughout the state, it is necessary:

1. That no teacher graduating from a normal school should have failed to make acquaintance with the philosophy and practical workings of the kindergarten. To this end, an ideal kindergarten, under the direction of a teacher, trained for the work, should be established in connection with each of the state normal schools, besides which lectures should be given to students on Froebel's philosophy. Thus in a few years we should have a host of kindergartners in our graduates who will be ready and eager to supply the demand — "better prepared than those now furnished by private kindergarten training schools. These are constantly liable to develop in their pupils a

superficial one-sidedness, a conceited hostility to all that is beyond, which are as efficient in preventing the success of the *full* Froebel idea, as the same negative qualities on the part of school-teachers."

2. The great mass of teachers who drift into the work without special training, need to be convinced that *the key to a large part of success lies in their understanding a child's nature, and in skill in developing his activities rather than in a profound knowledge of many branches.* Book knowledge alone is not power in the profession of teaching. Give us a teacher with two parts native ability to one of acquirement, rather than one of one part native sense to two parts of accomplishments.

3. Parents must be awakened to feel as much interest in the training of a child as in that of a colt. No district school-house should be built without a recitation room attached for special purposes.

4. Some closer, higher standard of qualification must be established for candidacy for school superintendency in order that a local officer with worthy ideas of education may be ever present in the several communities to leaven the masses with worthy reflections regarding what is due to their children. We need a training school for superintendents.

Having thus briefly sketched the aim of the kindergarten, its value in the scheme of public education, and enumerated some of the means necessary to its success here, we will say, in conclusion, that the state of Wisconsin, it seems to us, is peculiarly fitted to institute this new education. She has a state law, permitting children to enter the public schools at four years of age; her public school-teachers, as a class, are fully alive to progress; and the high standard her educational products attained at the Centennial Exhibition in 1876, and later at the World's Fair at Paris, shows that she is not behind any of her sister states in the methods of her schools. Our people, heterogeneous as they are, coming from all parts of the world, are learning to throw off the creed of forms and embrace the principles of liberty, and grow up to a free, enlightened humanity. Here indeed ought the seeds of the new education to be sown. The soil is ready for their germination and growth. It would cost only a few hundred dollars to secure one thoroughly trained kindergartner for each of the normal schools of the state. She could take the place of one of the primary teachers now employed, then the cost, as to teaching force, would be simply the difference in salaries. The outlay for buildings and material would be considerable at first, it is true; but the buildings and appa-

ratus would last for years. The cost would be nothing compared to the benefits which the schools of the state would reap from such an investment. And we hope to see something done in this direction this winter. Initiatory steps must be taken soon to improve the character of our primary schools, if Wisconsin is to continue to be the standard bearer of educational progress in the west.

ON THE STUDY OF GRAMMAR.

To enable one to express his thoughts clearly, tersely, and forcibly is the chief end in the study of grammar. Doubtless the complement of this, namely the ability to determine definitely the thought expressed in discourse, is scarcely less important, and as all who have tested students in the class-room or institute well know, scarcely less seldom found. The choice of the proper expression is a matter of philology, the dictionary, and judgment. Grammar proper has to do with the form and arrangement of words so as to indicate their true elation in a sentence.

In the earlier stages of the intellectual development of a people, these relations are indicated by a multiplicity of form changes called inflections or declensions, just as at the same stage the import of spoken words is helped out by accompanying facial expressions and gesticulation. As the power of a writer or speaker over words increases, and as the intellectual acumen of the reader or hearer becomes developed, these aids are to a greater or less extent dispensed with. The facts of the language-history of two of the most intellectual people of modern times — the French and English speaking — fully illustrate this. The French in its written form retaining its inflections, in its spoken language now almost entirely ignores them; while the English, casting off its Saxon garments, has become and is rapidly becoming more and more a comparatively uninflected speech; the end sought being secured by skillful arrangement and the proper use of relatives, prepositions, and conjunctions — the joints and sinews, the winged words of language.

The Greek and Latin are our most familiar examples of inflected languages, their multitudinous substantive, adjective, and verbal form modifications permitting the greatest latitude in arrangement. The authors were thus enabled to secure their much desired euphony and please their audience with the "long resounding line" with

little labor or obscuration of the sense. The structure of the English language being *logical* and not *formal*, this privilege is denied to English composition, or attained only as the result of the highest genius or most consummate art. This quality, however, is exemplified in unsurpassed beauty in English classical literature.

This difference in the genius of the English language, necessitates a markedly different course in the study of its grammar in order to the best results. It must be approached in a much more intellectual way than that necessary in Greek and Latin. The vast and burdensome amount of mere mechanical memorizing which the first stages in the study of these languages require, and which may be done with the smallest modicum of thought (a property which is its crowning recommendation to mere mechanical teachers), is not demanded in the English. Our first grammar makers, classicists so called, deeming this a defect in their mother tongue, *adorned* it with fictitious *cases*, *moods*, and *tenses*, which, as might be expected, hinders, rather than helps its study.

The relation of its elements, indicated largely by position, must be determined by analysis of the thought in connection with its *symbolic* words. The sentence (*sententia*) therefore is the foundation upon which the grammatical knowledge of the English language is based. In teaching English grammar, an appeal to the judgment of the pupil has to be made from the very first, and the teacher throughout must not for a moment lose hold of this faculty. This may be deemed a barrier to the study of grammar in our common schools. Far from it however. It is a chief recommendation:

> "Delightful task to rear the tender thought,
> To teach the young idea how to shoot."

And nothing furnishes a better field for this exercise. A very young child grasps the idea of the simple sentence in its simplest form; and the average scholar in a class that can read intelligently in a third reader, can be led by easy steps and with a delightful consciousness of growing power and expanding judgment to the analysis of any sentence proper for him to read.

But it will be said that this is reversing the established order of things, putting analysis before etymology. It certainly is, and the miserable fruits of a century of the other course is its justification. It may be asked would you have the scholars *diagram*? Most certainly, especially the younger ones. If in geometry when according

to definition, neither a *point* or a *line* can be made, and a *solid* is not even the *shadow* of a substance, we use diagrams with profit; and if in *logic*, the most *mental* of sciences, diagrams are helpful aids, why not in grammatical analysis? Diagramming has been abused. Granted, what good thing may not be abused?

Abusus non tollit usum: The use of diagrams facilitates the work, —obviates an immense amount of circumlocution, and in the hands of a competent teacher need never degenerate into an abuse.

But teaching in this way requires brains. "Ay there's the rub." It does require brains and cultivated brains too on the part of the teacher; and school boards who choose to put brainless teachers into their schools, had better keep grammar out, and keep their scholars employed in spelling and defining, and memorizing and orating, and doing such things as have the largest amount of show to the smallest amount of substance.

But what of inflections and conjugations? These certainly are not to be neglected, but the pupil ought not to learn them from a text-book since there is no child prepared to enter upon this study, that does not already know them, having unconsciously acquired that knowledge as he acquired his vocabulary; and no teacher of ordinary skill need fail to have such pupils frame paradigms of the noun, pronoun, adjective, and verb, by suggesting to them an examination of their own use of these parts of speech. Indeed, on constructing the various classes of sentences, the varied word-forms will of necessity appear, and a regular arrangement of these under the guidance of the teacher will form one of the most delightful and profitable exercises in lessons in language.

A simple elementary course like this, requiring very little reference to a text-book, will prepare the scholars for the study of Historical English grammar, at a subsequent period in their course. It is to be deplored that this branch of knowledge is so little studied in our schools and colleges. The University of Wisconsin has suffered no greater loss since its foundation, than in the death of Dr. Carpenter, which deprived the state of his invaluable services in this most productive field of educational labor.

By this study alone are we made masters of the science ofEnglish grammar, and put in possession of the essence of all philological gains, most readily and implicitly. The English language, beyond all others, furnishes examples of all that is most typical in human speech, and nothing is of such practical avail when even the knowledge of our

language is needed to bear on the acquisition of another. By the study of a language like the English, one gains as much more thorough a comprehension of the philosophy of speech, as does a biologist of the nature of organic life, who traces life from the germ through all its foetal changes, than does he who studies a number of allied species in their perfected state only.

Pewaukee. A. F. N.

OBJECTS OF INSTITUTE WORK.

There seems to be necessity for frequently re-stating the objects of the institute. The tendency among older workers is to concede too much to the false conceptions and illegitimate desires of attendants, and among younger workers, to wholly misconceive the province and capability of this educational force. So, as in the case of many professors of religious creeds, when it comes to the matter of defense or of practice, there is thorough lack of clear apprehension, or through downright misapprehension, great heresy in faith, and great impropriety in life.

Perhaps a few negative phrases, somewhat dogmatically expressed, may help to remove some of the more common obstructions to clearness of vision, and at the same time indicate some dangerous practices into which there is liability to fall, either through clamor of others, or predilections in ourselves.

1. The institute is not a common school. That is, it is not designed as means of obtaining or imparting primarily, instruction in the so-called common or third-grade branches. Such instruction in these branches is thereby imparted and received, and because of this fact, multitudes have conceived this to be the chief function of the institute; have attended for the benefits to be derived in this direction; have measured its value by the prominence and efficiency of the institute in affording facility for this advantage, and have been disappointed and disaffected, if the clamor for this specific work was not conciliated.

2. The institute is not an academy or abbreviated high school. Many aspirants for the teachers' ranks, conscious of meagre attainments in scholarship, have looked toward the institute as the place where they may supplement their elementary course of study, by a smattering of a higher course, and by some mysterious transformation wrought by the magical powers of the conductor, become familiar

with the intricate facts and complex laws of rhetoric, higher mathematics, and natural sciences, in the course of a fortnight, while submitting in a state of most complacent passivity, to his manipulations. The temptation, to conductors, to make the experiment with such willing subjects, is not slight, affording, as it does, opportunity for impressing and displaying the variety, extent, minuteness, and originalty of investigation and acquisition, which is characteristic of the average conductor. Let it not be forgotten, however, that this is not the legitimate work of the institute, not its end or object. That if attention is given in any measure to realms of knowledge above and beyond that within the province already traversed by the average attendant, it is for a different purpose altogether than thus to gratify an unreasonable demand or a thoughtless vanity.

3. The institute is not a patent skirt-lifter, or aerial ferry, to insure against draggling in crossing from the thither to the hither shore of a superintendent's examination, or to guarantee a little higher landing on the certificate hill-side of the crossing. All such ideals of an institute are belittling and vicious. And this, without any reflection upon the prevailing practice of co-operation by superintendents in their examinations with matter and methods of institute work. But easier work in passing examinations, and higher standing at the end, are the incidents, not ends of institute exercises. It makes a vast difference what motives or purposes inspire the attendant.

4. The institute is not merely the occasion for social or professional intercourse. Through these, by means of these, much of good may be secured, if rightly directed. But left to drift, these fruits are too often, inattention, dissipation of interest, excess and thoughtlessness in the direction of frivolity, personal demeanor and use of time, which begets prejudice and antagonism in the community, as well as personal harm to the future work and workers. Thus far negatively.

Affirmatively: 1. The institute is designed to elevate the teacher's conception of the work. If it fails to do this, it largely fails in its mission. The larger number who attend have never been trained to look at the work comprehensively. They are young, immature. They do not yet have comprehensive views of any department of human activity or influence. They are impressible, many of them volatile, if I may be pardoned the use of an expressive, although strictly inapt word. Unless their ideals are lifted up, their purposes and aims made to take definite form and shape, they will fail, and failure means possible irreparable loss and harm to minds and characters of innocent victims.

2. The Institute is intended to inspire teachers to make better and constant preparation for their work—intellectual, physical, moral. Not by magnifying the institute, as an end in this direction, but as a means through which may be illustrated how much preparation it requires to become a master, and therefore able to teach the simplest things. By illustrating how intimately all parts of a given subject are related, and how essential that the whole be comprehended, as a unit, before competence to teach its parts is assured. By instilling and enforcing the maxim, that no person can expect to be a successful teacher without being a diligent and successful student.

3. The Institute is intended to inspire teachers with a love for the work, and an ambition to excel in it. By the revelation made through it, of the principles that underlie the science and the art of teaching, by holding up for consideration the true ends and objects of education, and the best known methods by which these may be attained; by bringing into vivid consciousness the fact that every power acquired, or aptitude developed by the processes of the school, may be directed by the teacher into practical account in the life of the pupil — by all these means ought the Institute to inspire the teachers to so work for and with the pupils, that the labor shall no more be a mere task and drudgery, but energized and magnetized by the ever-present conviction of being the fountain of future physical, intellectual, and moral well being of society, as it shall be manifest in the lives given them now to mold and fashion at their pleasure.

4. The Institute is designed through its conductor, and through the exercises, by himself, or under his direction and supervision, to present for inspection and imitation a model in manner and method. Attendants may justly require that the matter to receive attention shall be clearly defined and stated; that it shall be closely adhered to in recitation; that there shall be ample preparation by the conductor, and evident mastery of the subject, and that no exercise shall be suffered, lacking these characteristics; that all presentations shall be clear, relevant, logical, and as concise and easy of comprehension as possible.

5th and lastly. The Institute has a function to train, or drill,—(a) in right methods of organization and discipline; (b) in right methods of management, including movements, assignment of lessons, recitations, general exercises, etc.; (c) in inducting into right and systematic methods of study, habits of order, and economy in use of time and as before suggested, in helping to turn to account acquisitions

and powers; as, guiding taste for reading, practical application of laws of hygiene, direction of power, habits of observation, etc., etc.

To this conception of the objects of institutes, I conscientiously believe, have we come in Wisconsin. The day is past when we may hope to commend this work except through honest work, honestly done, after careful preparation, with a view to the end to be reached through the instrumentality employed. W. H. CHANDLER.

Sun Prairie.

THE LAST EDUCATIONAL YEAR.

From the Annual Report of the State Superintendent.

During the past year, the educational movements of the State have, in the main, been improving steadily and satisfactorily. This result is the more encouraging, as it has been reached at the close of a period of severe financial distress in this country, and is the most noteworthy evidence of the firmness and liberality which our citizens have exhibited, during that period, in their maintenance of public schools. The progress here mentioned, is particularly observed in the following points:

1. The greater care exercised by school officers, county and city superintendents, and boards of trustees, in reporting the statistics of the schools under their charge.

2. The growth of the watchful and intelligent interest manifested by those officers and bodies who closely inspect and control the various kinds of schools established and supported by the State.

3. The marked increase in the number of school-districts formed in the newer counties, and of school rooms provided in the cities.

4. The gain in the school population, especially in the northern sections of the State, resulting from the steady immigration of hardy pioneers who occupy and develop some of our lands hitherto unimproved.

5. The determination of very many enterprising and enlightened citizens to augment the attendance of our children upon the schools, as expressed in the provisions of law forbidding the employment of children under a given age in the factories, and requiring the education of those between the ages of seven and fifteen years in the public or private schools.

6. The manifest attention given, in our graded and high schools, to secure greater punctuality of their pupils.

7. The tendency to lengthen, in many places, the time in which the public schools are taught each year. A fall term, in addition to winter and spring terms, has been opened, for the first time, in some country schools.

8. An improvement, though slight, in the tenure of the positions held by teachers in the schools of both the cities and counties.

9. A less decrease in the wages of teachers than has occurred in each of the last five years, except those for gentlemen, in the independent cities.

10. The larger number of young people who are qualifying themselves to become teachers, by enjoying the best advantages afforded by our high schools, normal schools, colleges, and universities.

11. The constant invigoration of the excellent graded school system as shown in the higher attainments of the teachers, the introduction of better modes of instruction, and the increased attendance of pupils.

12. The adoption of amendments to the free high school law, perfecting the system which the law created, and the addition of several schools to the list established in the past four years under this law. Both the support of free instruction in the higher studies as taught in the public schools, and the enlarged demand for this instruction, are the cheering evidences that our citizens maintain, from an earnest conviction, the free high schools as an indispensable agency in our educational system.

13. The impetus given in many rural districts to erect more attractive and more convenient school buildings, and to supply them with improved furniture and better apparatus. The ornamentation of the sites occupied by these buildings is receiving partial, but not its due attention.

14. The great reduction in the cost of text-books used in the public schools, and the supply by sale or loan of these books to the pupils, by a larger number of school-districts.

15. The increase in all the educational funds, except that of the State University, the increase aggregating $57,085.63; and a slight increase in the income of the Common School and the State University funds.

16. The direction of organized effort to remove the obvious defects in the management and teaching of the ungraded schools. This is specially shown in the introduction of a course of study for these schools, and in the explanation of this course made by the conductors of institutes.

17. The fuller attendance upon the teachers' institutes, and the concentration of the instruction given therein each year, on fewer subjects, and those relating to the more elementary branches of education. A decided feature in the institute system is the stated employment of regular conductors who have gained a large experience in this work.

18. The investigation by the State Board of Health, of the sanitary condition of the school buildings and the school grounds, and of the relations of the public school work to the health of the pupils. Their report on these subjects has been published, and will be widely distributed among the teachers and school officers of the State.

19. The unusual vigor exhibited in the management of the Charitable and Reformatory schools; and the larger number of inmates taught in them by teachers of superior qualifications.

20. The prosperity attending the administration of the Normal Schools and the State University. This is evinced in the erection and improvement of their spacious and elegant buildings, in the additions to their faculties, in the improvement of the quality of their in-instruction, in the modifications of their courses of study, and in the increased number of students enrolled in their more advanced classes.

21. The uniform and general growth of the confidence which the people in the cities, the villages, and the country districts of the State repose in all departments of our educational system. While the public sentiment which maintains our free schools, has been prominent from the beginning of our history, it has, in no previous year, given stronger evidence of its firmness and progressive tendencies.

PRIMARY INSTRUCTION.

PRIMARY LESSON IN NUMBER.

[This article is taken from the October number of the *Primary Teacher*. Our attention was first called to it by Miss Mary Brayman, Principal of the Primary Grade in the Platteville Normal School, who has tried, for many years in her school, the method here presented, with great success.]

Point.—To develop the idea of necessity of, figures, and give term; also to teach the characters 1, 2, 3, 4, 5, 6, 7, 8, 9.

METHOD.

Teacher calls attention of class, and tells several children to make nine marks on the board. Children do as told, and state what done. Teacher makes on the board several figures, as a square, triangle, and oblong.

"I want some one to make nine marks, just as large and nicely as you always have, in here (pointing to the square, etc.). Who wants to try?" Several children try and fail. "What have you done?" Children tell how many times they have made nine marks. "What did I tell you to do?" "Make nine marks five times." "What else?" "Make them just as large and nicely as we always have." "Why did you not do it?" "Did not have room enough." Similar questions several times.

"Who will try and remember what we have been talking about until I ask you again?" Children raise hands. "Who would like to go to the board and make nine marks, as large and nicely as you always do, in a half of a minute?" Children raise hands; several try and fail. "What have you done?" Children tell how many times they have made nine marks. "What did I tell you to do?" "Make nine marks five times, as large as we always have." "What else?" "As good as we always have." "In how long a time?" "In half a minute." "Yes, I told you to make nine marks five times, as large and nicely as you always have, in a half of a minute; how many think I did?" Children raise hands. "How many think not?" Hands raised. "Why not?" "Did not have time enough." "Why did you not make nine marks five times in these?" (pointing to the square, triangle, etc.) "Did not have room enough." "Why did you not make them in a half of a minute?" "Did not have time enough." Drill on these statements until they are understood by the class.

"How many would like to have me tell you something?" Children raise hands. "Now listen; I know something that we use which means just the same as nine marks, that you can make five times in each one of these, and can make five times in a half of a minute,—who would like to see it?" Children raise hands. Teacher makes figure nine on the board. "What does this mean?—just the same as——?" "Nine marks." Teacher has several children make what means the same as nine marks; state what done, and the class decide each time. Teacher now erases marks from the square, triangle, etc., and, pointing to them, says, "Who wants to make what means nine

marks in these?" Several children try and succeed; class decide each time. "Why could you not make the *marks* when you tried before?" "Did not have room enough." "Who wants to make what means nine marks, five times in a half of a minute?" Children raise hands; several try and succeed. "Why did you not make the *marks* when you tried before?" "Did not have time enough." Similar questions several times. Similar plan for teaching children to make 8, 7, 6, 5, 4, 3, and 2, though but little development will be needed for these.

Teacher tells children in regard to *one*, that people knew of no easier way to make what means as many as one mark, and so used 1. Teacher has children make marks, and these they have learned about which mean the same as marks, telling each time that they use them to save time and room. Teacher erases all *marks*, leaving *figures* on the board. Teacher questions, and children give name of each. Teacher, pointing to each and all, "Who knows what we call all these that mean the same as marks, and which people use instead of marks, to save time and room?" Children or teacher give term, *figures*. Question children on what figures are. Teacher should have children make figures, state what called, what used instead of, and why used.

The following outline on Arithmetic is printed in the syllabus for the institutes held this year:

ARITHMETIC.

1. Idea of the numbers from one to nine.
   (1) Addition, Subtraction, Multiplication, and Division, by Grube's method, or some equivalent one, as far as to the number nine. No result greater than nine.
   (2) All work to be illustrated with objects.
   (3) Instruction in the use of figures and the signs of operation.
2. Development of the law of decimal notation as far as hundreds,—one period.
   (1) Practice in reading and writing numbers less than 1,000.
   (2) Addition, Subtraction, Multiplication, and Division, by Grube's method, or some equivalent one, as before,—the largest number given to be within the limits of the numbers from 9 to 100. No result greater than 100.
3. Show the connection between the four fundamental operations, especially between Addition and Multiplication, Subtraction and Division. Bring out clearly the objects in view in this work, and

the advantage of doing it in the First Form of the Course of Study for ungraded schools. Concrete illustrations as before.

4. Easy exercises in the four fundamental operations, in the ordinary manner. No result greater than 1,000. Carrying and borrowing explained. Special stress laid upon neatness, rapidity, and accuracy.
5. Divisions of the unit. A knowledge of the significance of such simple fractions as are represented by a single digit in each term, avoiding improper fractions. Abundant concrete illustrations.

Remarks.— In ordinary institutes, the work outlined above will require the whole two weeks' time. In exceptional cases, two or three days may be spared for work with problems involving Multiplication and Division. Here the advantage of indicating all the operations, before performing any, should be clearly shown. The utility of cancellation may also be emphasized.

A letter from Jansen, McClurg & Co., Chicago, says if "*Gill's School Management* is ordered by any teacher by mail, cash sent with order, a copy of the work will be sent post-paid for $1.00. But in order to induce institutes or county superintendents to order in quantities, we will offer the following extra discount: In lots of 25, at 90 cents; or in lots of 100, at 80 cents. Cash to accompany the order. They also state that "*Currie's Early and Infant School Education* we will send post-paid at $1.40 per copy." The former work is published in London, England, and the latter in Edinburgh, Scotland; and it will doubtless take some time to procure the works for sale. We know of no book so serviceable to primary teachers as that of Currie.

Since writing the above we learn from this firm that both books will be on hand for delivery in May.

THE FIRST requisite to sucessful teaching is ability to govern a school. This qualification is the foundation upon which all the others rest. The teacher who cannot maintain discipline among his pupils, is never a success in the school room. Perfect order can be secured only where teacher and pupils are interested in their work, and take pride in doing it well. In order to remove the first obstacle, then, it seems necessary for a teacher to interest *himself*, and then endeavor to infuse this interest into his pupils, and unless he does this, it will be utterly impossible to make the school either attractive or profitable.—*Bagot.*

SELECTED.

INDUSTRIAL EDUCATION.

The economic considerations which would persuade us to introduce into the public school system a recognition of manual training, are re-enforced by the discovery of a yet higher argument in the very nature of education itself. It is not to be wondered at that our school system should have grown into a purely intellectual order. In its beginnings there was no assumption of an entire control of the child. So much time was given to school as could be spared from the farm and shop. There still existed a well-recognized tradition of mechanical knowledge, and the school was looked upon as supplying those rudiments which could best be acquired there. Gradually, as cities grew, increasing thus the class of children who had no other employment, school came to be the chief occupation of the young. Then the discharge upon our shores of an illiterate foreign population excited alarm lest ignorance should get in the majority, and we made haste to compel the children of this class into the public schools. The attention of the community becoming more concentrated on this important institution of the state, the existing apparatus for instruction was improved and refined; the school book industry was developed, and normal schools established for the better education of teachers who were to stand behind these school books. The pride of the state, the enthusiasm of teachers, the natural quickness of children at leisure, these have all helped to swell the tide of the public school system, and to carry it on in the direction of its first setting.

Now that all this has been done, and the elementary truths of society begin to assert themselves, we shall discover that in neglecting the education of the hand we have not only weakened the power of the state, but have stimulated an unbalanced education of the person. A training which ignores the hand is not the training which either nature or history will approve. That member is something more than a symbol of industry. "Whatsoever thy hand findeth to do, do it with thy might;" "Establish thou the work of our hands," are not phrases ingeniously contrived to translate into the vernacular the intellectual exercises of clerks and commercial travelers; they point to an elemental condition of human well-being. Nor is this training of the hand to be obtained by means of gymnastic swinging of dumb-

bells. The training of the hand means the power to use a tool; the training of the eye is the power to see perfect work; the training of the mind is the power to conceive and execute that work.

The curing of the defect in society and the restoration of education to a sound and healthful condition are to be sought in a reformation of that system, which we justly regard as the very engine of the state's prosperity.

Nor are signs lacking that the public mind is turning in that direction. The introduction of drawing into the curriculum is one sign, and it is curious to observe how the double argument, drawn from economy and from the philosophy of education, has been used in support of this measure. The introduction of sewing for girls is even more significant. Here the argument has been drawn chiefly from the economic side, and the facts which gave the argument its force were unassailable; but no one who appreciates the full meaning of education can help seeing how valuable an element was introduced into the education of girls in Boston when sewing was made a regular part of public school training.

The study of sewing forces upon one the question of manual education of boys. The question is precisely the same; only its solution is more complicated. To the girl is given one tool, and the perfect mastery of that carries with it a training in thoroughness, order, concentration, precision, and self-respect; the practice, moreover, is easily associated with a daily need, and the charm of useful production is attendant on the study. But there is no one tool which can be affirmed of the boy, and this is sometimes taken as an excuse for not teaching him the use of any. Yet the variety of tools which a boy may use only suggests practical difficulties, it does not declare these difficulties insurmountable, nor in any way weaken the force of the educational argument. The difficulties indeed are such as yield readily to an intelligent will. Half of the question is answered when one considers that the primary object of manual education in the public schools is not to make boys carpenters, ship-builders, masons, or followers of any other craft, but to instruct them in the meaning of their hands and of the tools which those hands may grasp. Hence the shops which may be attached to public schools will be shops of instruction, not of construction, and the training will be in the grammar of the arts, while it is not in the indefinite number of forms which the arts assume.

The various schools of technology which exist do not meet the

general need which we have described. Their business is to train masters and professional mechanics; they do not make mechanics any more than colleges make book-keepers. A graduate of a college may find himself finally in the position of an ordinary clerk, and never rise above it; and so a graduate of a technological school may prove at last only a journeyman; but neither college nor schools exist for these ends. Nor can the want be supplied by benevolent or evening schools. These are but make-shifts. They could become important only as they drew life out of the public schools. No; the remedy lies in such a re-adjustment of the public school system in our cities as shall make it include formal, progressive instruction in the manual arts. If it be said that the state or the city has no function to educate children for a specific trade, but only to give them a common school education, as that term is now understood, it can be answered, first, that the present system does almost inevitably educate children for the desk and the counter, with a reversion in many cases of the almshouse or the police station; and, second, that there is nothing in the present reach of common school education which need compel us to glorify it as the final and perfect force for developing the human character. In truth, we might better ask humbly why the present system has failed, than boast of its success. Nor should we be far wrong if we were to assert that in making common such an education as we have outlined we are likely to produce citizens who in peace would be more valuable working in shops, and not waiting behind counters, and whose training would make them better soldiers in war. The drill of the school-boys with the saw, the plane, the axe, and the file, would make them stronger defenders of the state than if they had known only the manual exercises of the school room, or even had been formed, in schools-days, into battalions of miniature soldiers.—*Atlantic Monthly.*

THE VALUE OF COMMON SCHOOL EDUCATION TO COMMON LABOR.

The object of common school education is ordinarily supposed to be simply the acquisition of knowledge—reading, writing, arithmetic, geography, grammar, etc. These are the simple elements which most children acquire in various degrees of fulness and accuracy. They are generally considered sufficient to fit men and women for the common responsibilities of life; they enable the possessor to transact the

usual business of the world, and every one should be required to understand them before he enters upon maturity.

Beyond the mere knowledge of facts and principles, there are other advantages equally important and valuable that grow out of the process of study and acquisition; the training and discipline of the school quicken and energize the whole mental nature, and give it a facility of applying itself and its varied faculties to manifold purposes.

The new energy given to the perceptive and reflective powers by study in the schools remains a permanent possession after the period of education shall have ceased, even though the lessons may have been forgotten. The boy in his plays abroad, men and women in all their pursuits, find ceaseless occasion for their use and pleasure as well as profit in their exercise. The eyes are opened; the dull vision becomes keen; the educated boy or girl becomes an observer, and sees things which the unawakened eye and untrained mind pass by without notice.

The reasoning faculty is also quickened, and the nature, relations and purposes of things are studied. Thus people become unconscious philosophers, in their several ways, with various depths of insight into the character of the matters that come before them.

Life is a perpetual opportunity of study presented to our attention. The earth and all surrounding objects, the world and its circumstances, are or may be unceasing subjects of observation and reflection. People and animals, and their conditions and relations, are ever offered for our thought. The mind perceives these with more or less care and accuracy, according to its education and habit; one that is developed and trained to activity sees more than another that has not been quickened nor accustomed to action.

Two persons, one educated in the common school and the other untaught and undeveloped, may travel along the same road or over the same field. The same objects and events may be presented to the physical eyes of both, but they make widely different impressions on their mental eyes. To the one whose mind has been enlivened the way is filled with objects of interest. His retina and brain are impressed with the images of things that are before and around him, and his journey, however short, offers him pleasant and profitable lessons for study. His active brain is occupied with the sight of men, children, houses, trees, flowers, cattle, carriages, teams, events, that pass before him. These he sees, perceives and understands. His reasoning powers, equally active, recognize the relations, causes and purposes of

things; the meadows overflowed by the recent rains, the vines cut down by the last night's frost, the heavy carts drawn by oxen for farm work, the lighter carriages for business or pleasure, the long and slender poles by the house for fishing, the shorter and larger poles for the support of beans in the garden, the longer stakes for support of grapevines, and the heavier stakes or posts for the fence; his busy perceptive and reflective faculties notice these and manifold other things along the course of travel, and beyond their outward appearance discover the causes that produced them and the purposes for which they were made. So his life is a continued succession of observation and reasoning. Whether he have an object or not, whether mere curiosity or business impel him, his brain is continually at work and gathering strength by exercise and facility of application to any purpose that he may wish to accomplish.

To the other, and duller traveler, whose mental eye has not been opened, and whose reasoning faculties are yet dormant, the way and the field are blank and uninteresting. He sees little or nothing, and draws few or no conclusions. His mind is excited to little action, performs no labor, and gathers no strength from observation of the scenes and events that pass before his untrained physical eye.— DR. EDWARD JARVIS, *Circular of Information, Bureau of Education.*

HINTS ON TEACHING.

When a child enters school for the first time, it would be folly to imagine it capable of any great mental effort, and it would be barbarous to require it to perform any task beyond its power of comprehension or endurance. For very young children the kindergarten answers an excellent purpose, and successful primary teaching generally partakes more or less of kindergarten culture. At first little should be done except to cultivate the powers of conception, and object lessons are used to a good advantage for this purpose. The pupils are asked to describe the object before them, and they thus learn to express their thoughts, as well as increase their powers of investigation and observation. All teaching at this time should be concrete and the relation between the sign and thing signified apparent. Arbitrary signs should not be employed until the pupil becomes of sufficient age to comprehend the complex idea to which they give rise. For this reason the Word Method has decided advantages in teaching reading, and should always be employed in primary classes. At this time

rules are superfluous; the pupil should be taught by example. He knows how to imitate, but has never learned to think for himself; yet care must be taken to pass from particulars, lest, parrot-like, he confine himself to what has been said and done. To do this, as soon as he is thoroughly drilled on one example, bring up another of the same nature, and have him master it by associating it with the one previously learned. He will thus pass to generals and learn the principles of classification. Other things being equal, a child with keen perceptive powers will always be able to comprehend a subject long before one in whom their development has been neglected.—*Bagot.*

EDUCATION *vs.* IGNORANCE.—What a writer said in the *London Quarterly Review*, more than thirty years ago, is still true, not only of many parts of England, but of not a few states in our own country: "There are, even now, multitudes of our fellow-subjects in a state of ignorance, perilous in every sense to themselves and to us; and other multitudes whose education is far below that which is required by the rising intelligence of the age." We see every day, in ways innumerable, how ignorance begets idleness, folly, degradation, poverty, misery, and crime. Many years ago another English writer, Dr. Hook, said what our statesmen might well ponder now: "The education of the people will repay the state, almost to any amount, in better regulated industry; in less unsparing demands on the funds for the poor; in self-maintained social order; in some check at least on the waste of health and life by intemperance, and low vice, and gaming, and robbery; and in the substitution of harmless and refining and comparatively inexpensive, for pernicious, brutalizing and ruinous, pleasures."

To the opposers of the education of the poorer classes I cannot do better than repeat the words of the eloquent Baptist Noel, when he says: "While education is not meant to raise the working classes above their condition, it may greatly multiply the comforts which they enjoy in it. It may give them better clothes, better food and better health. It may deck their windows with finer flowers, and adorn their dwellings with more convenient furniture. It may teach them how to gain and how to spend. It may secure to them employment, and save them from waste. It may hinder them from sinking into abject poverty; or should they, by force of adverse circumstances, be brought into trouble, it may so multiply their intellectual resources, and nerve them with so firm a courage, as may enable them again

to rise above it. By increasing and elevating their domestic affections, it may invest their homes with an undecaying charm; by inspiring them with a thirst for knowledge, it may provide rational and ennobling amusements for their hours of leisure." * * * * *

I will add but a single thought from the letter of a correspondent: "Only an educated community knows the value of education. Only such a community will make the necessary provision for educating each generation. If we should thoroughly educate *one entire generation*, the great work would, in effect, be accomplished. The future would be secured."—*Dr. Sears.*

COPYING.

One of the most valuable exercises for a class of almost any grade, as soon as it has learned to write, is copying from any interesting book or paper. It teaches writing, spelling, punctuation, words and construction of sentences, all at the same time, besides cultivating accuracy and quickness of observation, and a taste for reading. Do not continue the exercise to weariness, and do not try to keep the writers together. Let each write as much as he can write carefully in the time. Select short stories, anecdotes, bits of interesting information, and sometimes short and good poems. There is no need that all should write the same thing. Pick up the selections wherever you can find them. By exchanging with each other, one good set will last a class a long time. Insist on accuracy. Poetry should be written in its proper form — paragraphs, verses, capitals, etc., observed.

There are various ways of correcting the exercises. One is to go over each carefully, and draw a line under each mistake — each word mis-spelled, or wrong word used, indicating each omission of word or punctuation-mark by a caret. Then return the papers and let the pupil look up the mistakes, and correct, either by re-writing the whole, or writing the words or lines correctly on a separate paper. The latter plan is the best, because beginners, who would most need to re-write, would be likely to make other mistakes in the second copy, and to go over it too often would create disgust.

For further advanced, or more practised pupils, it is a good plan to simply indicate at the bottom of the exercise the number of mistakes of various sorts — as, 4 words mis-spelled, 1 line omitted, 3 wrong punctuation-marks, 8 punctuation marks omitted, etc. The pupil has then to compare his copy carefully with the original, and find out the mistakes himself.

Another plan is not to return the papers to the pupil for correction

at all, but to simply keep a record of his mistakes and inform him of their number. This may be made an inducement to greater carefulness, especially as he finds his mistakes decrease with practice, as they will if he is not culpably negligent. This is perhaps the best way — certainly for beginners, for several reasons. Their eyes are better trained to good spelling and proper form of sentences by always dwelling on the correct original rather than on their own faulty and bungling copies. The weariness and disgust are avoided which would be fatal to one of the principal objects of the exercise, the development of a liking for good reading. The correction of their mistakes is equally insured by copying new selections, for the same words are constantly recurring, and those which are most important recur oftenest.

The most advanced class, after they get to be pretty good copyists themselves, may find excellent exercise in correcting the papers of the lowest class. Call it proof reading, if you like, and let them learn to do it as the printers do; you can find the signs used in proof reading in the Unabridged Dictionaries — Webster's or Walker's — or in any printing office. They are easily learned.

In the end, with proper care, you will have taught your pupils two good trades, copying and proof reading, besides improving them in all the ways we have indicated. We have tried the plan and know that it is good. — *Ex.*

PRACTICAL HINTS TO TEACHERS. — Have a clear, well-defined idea of the kind of school you want. Have in mind an imaginary model school, but do not be discouraged if you fail many times before you attain this; each day's determined work will bring it nearer. Teach pupils how to study. Teach them how to get from a book the thoughts which it contains. Teach pupils to attend to business, to do the work assigned them at the proper time, and to do one thing at a time. In hearing recitations, be interested yourself; be enthusiastic; have a soul in the work. If anything unpleasant has occurred during the day between the teacher and any of the pupils, never allow the school to close without dropping some pleasant word, which will cause all to leave the room with good feeling. Cultivate in pupils, as far as possible, self-respect and self-government. Never attempt to ferret out mischief without certainty of success; better let it pass than fail in attempt. In governing your school, do not lower yourself to the level of your pupils, but always be dignified in your deportment in all the little things that pertain to the government of

your school, thus silently and imperceptibly lifting them up to a higher standard. Teach your pupils to study for the love of it. All the knowledge that you force them to acquire will prove worthless. Better a thousand times turn your pupils out to play than keep them in during recess to get their lessons. If you cannot make study attractive to your pupils, try some other profession.

"You may succeed in life without learning anything about the subject," said a teacher to a careless pupil, "but you can never accomplish anything useful without a habit of diligence." What branches the pupil is studying is of less importance than the manner in which he pursues them. It is well to have the instruction in our schools as "practical," as closely connected with the activities of life as possible, but any course of study faithfully followed will tend to form two habits more important in a citizen, obedience to law and diligence in business. Of him who wanders aimlessly among elective studies it may truly be said, "Unstable as water, thou shalt not excel."

The work on blackboards should be erased as little as possible while the school is in session. The breathing of the chalk dust, filling the room from the boards, is said to be a most active excitant of bronchial and pulmonary diseases.

THE early years of life have the principal influence in moulding character. I believe, in truth, that a person can so mould the child by the time he is ten years old, that no future training can dispossess his mind of the principles inculcated.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

MISCELLANEOUS.

Q. Can a person whose own child does not go to school, send as a substitute, a child belonging in another district, but living with him?

A. The law makes it the privilege, not of parents to send somebody to school, but of all children of school age to attend school; not anywhere, but in the district where they belong.

Q. Has each voter in a district a right to examine the books of the district officers?

A. It is reasonable enough to grant the privilege if asked in a proper way, and for a good reason, but the voter cannot demand it as

a right. The books should be produced at any district meeting if called for, for examination or information.

Q. Can the board put a lightning rod on the school-house, without the vote of the district, and must the district pay for it in that case?

A. The board is not justified in putting up the rod, unless first authorized or directed to do so; but if the district takes no adverse action, calls no special meeting about it, allows the rod to remain, it will be estopped from complaint, and will have to pay for the rod.

Q. Can the clerk or director be surety for the treasurer?

A. No; they are both to approve a bond on which some third person is surety.

Q. Is more than one surety necessary?

A. Not unless one of the board is not satisfied with the security already given.

Q. Does an order from the clerk for the payment of wages to a teacher not legally qualified, shield the treasurer from responsibility, if he pays the same?

A. It is the business of the treasurer to know that orders paid by him are legally drawn. It is at his peril that he pays any illegal order.

Q. In order to the hiring of a teacher, must the teacher meet with the board?

A. The board meets to determine who shall be hired. It is not necessary that the person be present, when such determination is made. All he has to do is to enter into contract — first having a certificate.

Q. Can a treasurer lawfully refuse to pay orders for a teacher's wages, because the term is not out?

A. A contract, in the usual form, provides for the payment of the teacher when the services have been rendered, or at the close of the term. If it is thought proper, wages may be made payable monthly. The treasurer is not obliged to pay orders not drawn in accordance with the terms of the contract, nor until the wages became due by those terms.

Q. Can a teacher be summarily dismissed, on discovery of gross immoralities, without annulment of certificate?

A. Certainly; to wait for this is to imitate the Frenchman who did not rescue a drowning woman, because he had not been introduced to her.

Q. May a woman be legally appointed chairman of a school meeting?

A. It would be something not contemplated or provided for in the law.

Q. If so appointed, would the proceedings of the meeting be valid; and could she give a casting vote?

A. The proceedings would not necessarily be invalid, on that account, and would stand, unless set aside. Any vote given by such woman would be illegal; and if there was a tie without it, there would still remain a tie with it.

Q. When notice is given of proposed alterations in a district or districts, must not the notice state definitely what the alterations proposed are?

A. No; a general notice is sufficient. The supervisors may not have any district and precise proposition laid before them, and if they have, they are not confined to its terms or limitations. It is enough for the board and the district to know that some alteration is proposed.

Q. Is a School Board legally jnstified in using the funds of the district for the payment of expenses graduation exercises such as hiring hall, music, etc., unless the board has been previously instructed to that effect at annual meeting?

A. Expenditures of this nature, either by the board, or by vote of the district, are not provided for in the school laws.

SUSPENSIONS — DETENTIONS.

Q. For what reasons should a pupil be suspended?

A. For any misconduct which justifies suspension; the law says: "For non-compliance with the rules," etc. But suspension should not be hastily resorted to for the first and for every offense. Children are sent to school to learn and obey; and advice, persuasion, discipline, in the school, should ordinarily precede even temporary exclusion from the school.

Q. Can a teacher suspend a pupil without being ordered to do so by the board?

A. It was held by our supreme court that he can, if circumstances are such in his judgment as to require it.

Q. Can a pupil, if once admitted, be afterwards excluded, if found to be a non-resident, without process of law?

A. The admission confers no right; the board may exclude such pupil, finding him not to belong there. Persisting in coming afterwards, the teacher may order him out, and put him out if necessary.

Q. Can a pupil be suspended, although no rules be made and filed, or posted up?

A. Yes; for gross misconduct, or if it is deemed necessary for the welfare of the pupil and school.

Q. If a teacher detains negligent pupils after school, to make up lessons, can a parent forbid it? Is the duration of school strictly confined to six hours, by law?

A. The ordinary session of a school is six hours, and is so understood. The teacher is not obliged to teach longer than that, and in a general way is not expected to detain the school, or individual pupils longer. Domestic arrangements are made accordingly. If pupils are negligent and are detained, with the knowledge and acquiescence of parents, to "make up," no harm is done, but perhaps a kindness. But if a parent signifies that he does not wish a child detained, for that purpose, the teacher should comply. The services of the child may be needed at home. In this case, he may rather prefer to stay, and detention will be no cure for his laziness, but rather confirm him in it. Circumstances alter cases.

WITHHOLDING AND LIMITING CERTIFICATES.

Q. Is a county superintendent justified in withholding certificates from applicants (a) with defective eye sight; (b) with defective hearing; (c) with immoral character, though not notably so; (d) with bad habits?

A. (a) It has been already answered in these pages, that in regard to eye sight the principal question is, is the defect such as disables the person seriously for the work of the school room, and such as is not remedied sufficiently by the use of glasses. (b) As to hearing, the answer is similar, except that the probability of any adequate remedy for serious defect is not great. The superintendent must use his best judgment in such cases. No precise rules can be given. (c) Bad character, even if not notably bad, is a bad thing in a candidate for a certificate, and is not made up for by learning or skill. The superintendent cannot be blamed who is quite strict in this matter. (d) The same remarks apply still more forcibly to bad habits, especially of an immoral kind, for bad habits are bad examples.

Q. Can a superintendent limit all certificates given to beginners to a single district?

A. This is not the intent of the law. Of course experience is desirable, but it can be obtained only by experience. If a person is found well qualified in all respects, except that he lacks experience, the ordinary certificate is to be given. Some do good work in their first school — possibly their best.

CORRESPONDENCE.

March 20, 1880.

DEAR MESSRS. EDITORS. — *Quis custodiet custodes?* So asked one of old time, and I ask to-day, Who shall teach the teachers? Judging from the following specimens, all of which are taken from a single page of a report now in my hands, a spelling reform of some kind is highly desirable. Would it not be well to ask, how could a man who mangles English in such a fashion, ever pass an examination and obtain a certificate?

Mariar, thare, are sell (air cell), hieght, citnated, sloope (slope), pleanty, benefeit, fraturnily. Yours truly, WALTER.

THE following letter is an essay towards reformed spelling:

"DIR SIR — In conseteration of Schooll we the ohners of section 4–5–6, Distrikt No, 1, of the Towns of —— and —— wen the Superwisors of Both towns agreed to part that Joint Distrikt so that Section 4–5–6 belong in to the Schooll Distrikt being on the south East corner of section 9, where ther is anne ypoossabalety to send shilder 5–6 mils in winter time to schooll, wher we out to have a Joint Distrikt Nerer to —— on Intien Creek. Now we pray to the Superintentor to —— this aplkation. —— ——.

THE MELON QUESTION. — We have received about a dozen solutions of the melon question, printed last month in the JOURNAL. They all proceed on the same general principle, that is, by treating the question as a purely mathematical one. By giving what might be called a moral or equitable answer, we accomplished the feat of drawing out a number of correspondents, as we expected. Not having room for all, we give the first solution received:

MESSRS. EDITORS. — The solution to the question proposed by "Subscriber," on page 127 of the March number, appears to me to be faulty. If three boys eat eight melons, sharing equally, each boy would eat $\frac{1}{3}$ of 8 melons, or $2\frac{2}{3}$ melons. Now, as James had 3 melons and ate $2\frac{2}{3}$, the part he furnished to Thomas would be only $\frac{1}{3}$ of a melon, consequently John furnished $5 - 2\frac{2}{3}$ or $2\frac{1}{3}$ melons. It follows, therefore, that John, furnishing 7-3, should receive 7 cents, and James, furnishing $\frac{1}{3}$, should receive 1 cent. B.

ANOTHER correspondent writes:

Will you please answer the following question through the JOURNAL: Should the per cent. of attendance be reckoned on the "total number of pupils enrolled during the term," or on the "average number of pupils belonging to the school?"

Here the doctors will differ. We will await their replies.

SAYS another correspondent:

I think the "Historical Department," by Prof. Salisbury, is an excellent feature of the JOURNAL, and hope it will be continued. If preserved, it will prove quite useful for reference.

The following is a Teachers' Lesson, on Participles and Infinitives, as used in Berlin, sent us by Mr. I. N. Stewart, Principal:

1. The bell *having rung*, we started.
2. *To go prepared*, is well.
3. It is *to be deplored.*
4. I grieve *to hear* you say so.
5. It is good enough *to tell.*
6. He learns *to read.*
7. He knows better than *to venture.*
8. He knows when *to purchase.*
9. He reads *to learn.*
10. By carefully *reading* a book, we gain its thought.
11. It is *freezing* cold.
12. This is *surprising.*
13. The ship is about to *sail.*
14. For you *to deceive* me so, is unwise.
15. *Writing* Greek is hard.
16. I wish to *come to stay.*
17. His *being* an enemy, makes no difference.
18. He left the horse, *tied* to a tree.
19. His name, *unsullied* by any stain, is *honored.*
20. Business promptly *attended* to here.
21. When to *assault*, and how to *defend*, must be learned by every leader.
22. It is too hard to *learn.*
23. It is difficult to *make* a cat take *to swimming.*
24. The sun is so warm as to *dissolve* the snow.
25. *To be*, or not *to be*, that is the question.
26. The boy came *running* home.

Infinitives.	Participles.
Verb. Regular or irregular.	Part of speech.
Principal parts, if irregular.	What verb.
Transitive or intransitive.	Transitive or intransitive.
Form; tense.	Kind.
Limits what? How?	Belongs to what.

PUBLIC DEBT.—We have received the following:

MESSRS. EDITORS.—The historical department of the JOURNAL OF EDUCATION is greatly interesting and profitable. In the March number, however, the statement of the public debt is not quite plain; the synonymous terms *public debt* and liabilities, give it too much ambiguity. The public debt statement for the month ending January 31, 1880, was, in round numbers, $2,000,700,000; if Secretary Sherman has canceled $11,000,000 of Uncle Sam's *public debt* during February last, the debt would remain $1,989,700,000 at the end of that month; but if the amount of pensions ($5,500,000) be included in the $11,000,000, the public debt at the end of February would be about $1,995,200,000.

If all of Uncle Sam's liabilities were included in the public debt, as that is generally understood, the debt would soon be liquidated.

Please inform me, through the JOURNAL, whether my views are correct or not; also, give us the amount of the public debt.

Iron Ridge. W. C. VAN HERWYNEN.

QUESTION. — At examinations, we are asked about the "Monroe Doctrine," and are unable to find an answer; please explain it. D.

ANSWER.— In 1822 and 1823, certain movements in Europe indicated that some attempts might be made for the subjugation of some of the Spanish colonies in America, the independence of which we had recognized. In 1823, President Monroe, in his message to Congress, in December, used the following language: "That we should consider any attempt on the part [of the allied powers] to extend their system to any portion of this hemisphere as dangerous to our peace and safety;" he also said "that we could not view any interposition for the purpose of oppressing [the new republics in America, whose independence we had recognized] or controlling in any manner their destiny, by any European power, in any other light than as a manifestation of an unfriendly disposition towards the United States." This manifesto has since been called the "Monroe Doctrine." It is supposed that the English government suggested such a declaration to our own. England did not wish to see any other European government exercising any control in America.

EDITORIAL.

We stated in the last issue that the fate of a few educational bills before the legislature, had not been decided. We now give the substance of all the measures relating to schools, which passed at the recent session of that body, and have not already been noticed by us.

The appropriations were as follows:

Industrial School for Boys, current expenses	$19,967 00
Industrial School for Girls, improvements	15,000 00
Institution for the Blind, current expenses	18,000 09
Improvements, etc	1,723 42
Institute for the Deaf and Dumb, current expenses, occasioned by fire	14,000 00
Current expenses for ensuing year	30,000 00
Rebuilding	70,000 00
Amount	$168,690 42

The provisions in the Revised Statutes relatingto the distribution of the state documents, were amended this past winter, so as to read as follows:

"There shall be delivered to the several state institutions, State University and Normal Schools, and also to each college, incorporated academy, and literary institution of this state, having a library of three hundred volumes, and to every established public library containing one thousand volumes or more, upon application being made therefor, one copy each of all documents published by the state."

In reference to the distribution of the Blue Books, the following was enacted, after making provision for supplying the Regents of the State University and the Normal schools:

"One copy to each of the college, academy, free high school, normal school, and free public libraries of the state; and to each penal and charitable institution;" and "one copy each to the superintendents of schools of the several counties in this state."

Some of the county superintendents have found the regulations in the Revised Statutes, respecting the formation of inspection districts in the counties in the newer portions of the state, demand of them unnecessary labor. Occasionally, in these districts, but two or three applicants for teachers' certificates would be present at the examination. This was owing to the few inhabitants who were living in the towns forming the districts. The law relating to such districts relieving such superintendents, was amended by the legislature, as follows:

"Section 1. Subdivision eight of section four hundred and sixty-one of the revised statutes is hereby amended so as to read as follows: 8. To divide his district into inspection districts bounded by town lines and containing not more than four towns each, where the number of schools in his district, including graded schools, shall exceed one hundred and fifty; but to form not more than four inspection districts, if the number of schools is less than one hundred and fifty; not more than three, if the number is less than one hundred; to hold in each inspection district at least two meetings in each year for the examination of teachers, and to furnish each district clerk in the same a written notice of each meeting, to be posted by him in some conspicuous place in his district. Such notice shall contain the names of the towns embraced in the inspection district to which it relates, and the time, place, and objects of the meeting. The examination of the teachers thus held shall be public, and shall be conducted by oral and written questions and answers, which shall be uniform in his district. Whenever, for any cause satisfactory to the county superintendent, any person desiring a certificate as a teacher, shall be unable to attend upon such examinations, he may be examined at any time fixed by him, and if found qualified by law to teach, may receive a certificate of the proper grade, which shall remain in force until the next regular examination in such inspection district."

A bill was early introduced into the assembly, to build and establish, by an act of the legislature, a normal school in the city of Milwaukee. It was amended at least twice, and passed as follows:

"Section 1. It is hereby made the duty of the board of regents of normal schools, to establish an additional normal school in the city of Milwaukee, in the fourth congressional district in this state, and to proceed to organize and conduct the same without impairing the efficiency of the normal schools already established as provided by section three hundred and ninety-nine of chapter twenty-six of the revised statutes of 1878, as soon as said board shall in its own judgment be able to provide from the funds at its disposal for the maintenance of said school in said city of Milwaukee: *provided*, the said city of Milwaukee shall donate a site and a suitable building for said normal school in said city of Milwaukee, the location and plan of said building to be approved by said board of regents, and the said site and buildings to be together of a value not less than fifty thousand dollars.

Section 2. It shall be the duty of the said board of regents to act upon the site and the plans of the building submitted to them within sixty days from the date of receiving the same upon their application therefor, and the said city of Milwaukee shall, as soon thereafter as said board shall have approved said site and plans, proceed with the erection of said buildings in accordance with the plans adopted.

Section 3. The terms of admission, courses of study, graduation, and all matters pertaining to the management of said normal school shall be under the control of said board of normal regents as provided by the revised statutes of 1878.

Section 4. Unless a site shall be tendered and plans for the building to be erected thereon submitted by said city of Milwaukee to said board of regents within one year from the passage of this act, all the requirements and provisions of the act shall be inoperative and void."

Several efforts have been made in the past twelve years, to grant to the graduates of the colleges and universities of the state, the privilege of having their

diplomas used, under certain conditions, as unlimited teachers' certificates. This favor was awarded in 1866, to each graduate of the State Normal Schools, whose diploma, when countersigned by the State Superintendent, "Shall be a certificate of qualification to teach in any common school of this State, and as such shall have the full force and effect of a first grade certificate, until anulled by the Superintendent of Public Instruction."

In 1868, the law was enacted to authorize the State Superintendent to "issue State certificates of high grade to teachers of eminent qualifications," who should pass the requisite examination conducted by a board whom he appointed. This measure was secured with the idea of supplying an opportunity, such as the graduates of the colleges and universities sought, to obtain a life certificate to teach in the public schools of the state.

Two years ago the State University was successful in inducing the legislature to bestow the privilege upon its graduates, similar to that given to the graduates of the full course in the State Normal Schools. The former are compelled to teach successfully in the public schools of the state for at least sixteen months, while the latter are required to do so only for eight months.

This last winter, a bill granting the same privileges, under similar conditions, to the graduates of the denominational colleges and universities of the State, passed the Legislature, receiving the approval of a large majority of both houses. The following are the sections of the bill:

"Section 1. After any person has graduated at any incorporated college or university located in the State of Wisconsin, whose courses of study are fully and fairly equivalent to the corresponding courses of study in the State University, and after such graduate has successfully taught a public school in this state for sixteen school months, the Superintendent of Public Instruction shall have authority to countersign the diploma of such teacher, after such examination as to moral character, learning, and ability to teach, as to said Superintendent may seem proper and reasonable, and after having ascertained that the course of study from which such person has graduated, is fully and fairly equal to the corresponding course in the State University.

"Section 2. Any person holding a diploma granted by any such aforesaid college or university, certifying that the person holding the same is a graduate of such college or university, shall, after his diploma has been countersigned by the State Superintendent of Public Instruction as aforesaid, be deemed qualified to teach any of the public schools of the State, and such diploma shall be a certificate of such qualification until annulled by the Superintendent of Public Instruction."

THE state has never employed in any of its institutions a more pains-taking, conscientious, self-forgetful, and useful worker than Mr. A. D. Hendrickson, a former Superintendent of the Industrial School for Boys, at Waukesha. In writing, for the centennial exhibit in 1876, a brief history of our charitable and penal schools of the state, we spoke of his administration as having been "remarkably successful." We confess that we were greatly pained, a few months since, by the charges published in some papers of the state, that the books of the Industrial School at Waukesha would show that he had left the school, owing the state quite a large sum of money, which had not been refunded. We could not accept the statement, and believed that an investigation would establish his integrity.

The Trustees of that institution ordered a thorough examination of all its

accounts with Mr. Hendrickson. A competent book-keeper was employed as an expert, to examine into the charges made against him, as ex-Superintendent of the school. The expert says, in his report: "I find that the amount due from Mr. Hendrickson, taking the cash-book for a basis (this 'cash-book' was the foundation for all charges made), is $28.49, instead of $3,038.68." The expert adds: "I found three bills that do not appear on the books." "The amount of these bills is $113.78." Thus making Mr. H.'s indebtedness $142.27. One of these bills, amount $31.81, had been paid twice by Mr. H.; the other two, being duplicates, had been allowed twice, without the notice of Mr. H. or the book-keeper. The expert also showed, under head of "Errors in Receipts as they appear on the Cash-Book," that over $3,000 had been charged to Mr. H. that should not have been charged, and under the head of "Items not Entered," that Mr. H. showed bills receipted, which the book-keeper had himself numbered, filed, and listed as parts of the bills allowed by the Board, to the amount of over $700, for which he had received no credit. After the report was read to the Board, the following preambles and resolution were unanimously adopted:

"WHEREAS, The committee appointed to examine the accounts of A. D. Hendrickson, having employed an expert, and said expert having examined said accounts and reported thereon; and

"WHEREAS, It is shown that there are some small errors only, — we may say, astonishingly small, considering the amount involved therein — which he has this day liquidated; therefore,

"*Resolved*, That we believe Mr. Hendrickson, in his dealings with the institution, was actuated by the best motives, and any charges or insinuations affecting his integrity to be entirely unfounded in fact."

The last Report of the Commissioner of Education for the United States presents many facts of general interest, and which furnish opportunity for comparisons, and instructive inferences. We glean a few of the more interesting:

LEGAL SCHOOL AGE. — There are seventeen different school ages in the States and Territories, of which the longest, from the fourth to the twenty-first year, extends over seventeen years. The shortest, from the eighth to the fourteenth year, covers a period of six years only. Concerning these, the Commissioner remarks: "The first is practically too long for any public school system which does not include superior instruction, and the last is as evidently too short to allow the timely and effectual training which every child should receive. The period of ten years between the sixth and the sixteenth year is approved by many of our best educators as the most suitable for public elementary and secondary instruction."

SCHOOL POPULATION. — The total school population in States and Territories for 1877 is 14,227,748; the total enrollment in public schools, 8,954,478; and the average daily attendance, 4,919,408. Seven States and six Territories do not report the item of average daily attendance.

TEACHERS AND SALARIES. — The total number of teachers employed in public schools in the States and Territories (Idaho alone not reporting) is 259,296. In the cities, average monthly salaries are: men, $108.20; women, $35.93. All the States and Territories, except Florida, Georgia, New York, Oregon, Dakota,

daho, and Utah, report the average salary of teachers per month. This item ranges, for men, from $22.65, in Alabama, to $112.63, in Nevada; and for women, from $21.60, in Vermont, to $85.20, in Nevada. Alabama, Maryland, Mississippi, North Carolina, Tennessee, and Indian Territory report the same average for both sexes. The greatest difference in the salaries of male and female teachers is in Arizona, where the average for the former is $100, and for the latter, $50.

THE TERRITORIAL UNIT. — The oldest educational idea was that of Massachusetts, which looked to an elementary school in every town containing fifty householders, with a grammar school where there were fifty more householders. The township was the unit of the whole school system, and many thoughtful men are questioning whether it ought not to be restored to that position, instead of being broken into incohesive fragments called school districts, as is common now. The voice of the State Superintendents is believed to be uniformly in favor of the change.

TEXT-BOOKS. — From a desire to extend to every child the full advantages of school instruction, the laws of thirteen of our States make provision for supplying indigent pupils with the needful text-books free of charge. The benefits of this arrangement have given rise to considerable discussion of the question, whether the system of a free supply of books by school boards should not be made universal, instead of partial and discriminating as it is. Our two largest cities, New York and Philadelphia, have for a long time furnished free books; and smaller cities, such as Bath and Lewiston, in Maine; Fall River, in Massachusettsr Newark and Paterson, in New Jersey, have followed their example. Four of the States, too, now explicitly provide for allowing the system of free supply. One of these is Wisconsin.

NEW PUBLICATIONS.

"THE LITERARY SUCCESS OF THE CENTURY." — An eminent English authority recently pronounced Scribner's *Monthly* "The greateat litarary success of the century." The *New England Journal of Education* says: "America may well be proud of such a magazine." The *Illustrated London News* considers it "one of the marvels of the day." The *London Illustrated* (Penny) *Paper* says: "With its inimitably finished gems of drawing and engraving, it is the wonder and admiration of the art-world "

The April number just issued ends the XIXth volume, which is exceptionally brilliant. The *New York Evening Post*, *Hartford Courant*, and other papers, speak of the series by Eugene Schuyler on "Peter the Great," as "the most notable event in modern magazine literature." The style is so simple, and yet so graphic, that it interests not only men of letters but the young, and is read as a text-book in the schools. It is understood that the causes and beginnings of Nihilism in Russia will be traced by Mr. Schuyler in the course of his narrative. Rev. Dr. Eggleston writes of George W. Cable and his story, "The Grandissimes," in Scribner: "If Cable can hold that gait, the rest of us who write American stories must surrender to him. What a superb piece of work it is!"

Scribner's is the only American periodical that has yet established a large circulation abroad; the edition in England being 10,500. It now enters upon its second decade, and the work of winning a second hundred thousand at home. Its readers to-day are estimated at more than half a million.

The publishers of Scribner announce that all new subscribers after this date who take the back numbers, beginning November last, will receive instead of the six unbound numbers, the bound volume, November, '79, to April, '80 (containing all of 'Success with Small Fruits," and the opening chapters of "Peter the Great," "The Grandissimes," and "Louisiana"), without extra charge. The subscription price is $4.00 a year.

LITTELL'S LIVING AGE.—The numbers of *The Living Age* for the weeks ending March 20th and 27th respectively, contain the following articles: Bishop Wilberforce, and The Romance of Modern Travel, *Quarterly;* British Lighthouses, *Edinburgh;* The Halcyon's Nest, *Macmillan;* A Wild Irish Girl, *Temple Bar*; The History of Writing, Something about Milk, and Artificial Production of Diamonds, *Nature;* Street Discords, *Saturday Review;* Quarrels in a Library, and Mr. Bright as a Churchman, *Spectator*; with instalments of "He that will not when he may," by Mrs. Oliphant, and "Adam and Eve," by the author of "Dorothy Fox." As a new volume begins with the number for April 3d, this is a good time to subscribe. For fifty-two numbers of sixty-four large pages each (or more than 3,300 pages a year), the subscription price ($8) is low; while for $10.50 the publishers offer to send any one of the American $4 monthlies or weeklies with *The Living Age* for a year, including the extra numbers of the latter, both postpaid. Littell & Co., Boston, are the publishers.

THE NORTH AMERICAN REVIEW for April opens with an interesting article vindicating Gen. McClellan's military career, up to the battle of Antietam, and which is to be finished in May. Then we have a paper on the "Relations of Canada with the United States;" David Swing discusses the "Southern Pulpit;" "The Third Term" is again presented affirmatively, by ex-Secretary Boutwell; Parnell discusses the "Irish Land Question," showing the reforms needed, and himself to be a better writer than he is orator. The Book Notices are by Edward Cary, and take up recent important works on finance. The *North American* deals with the vital, practical questions of the day. It is for sale by booksellers and news dealers generally.

REMNANTS OF EARLY LATIN, prepared by Prof. F. D. Allen, and published by Ginn & Heath, must prove very attractive and convenient for advanced and progressing students in the language. It contains first, inscriptions, taken from various sources, and second, ancient remains from literary sources; the whole preceded by an introduction and followed by an index. Teachers will find the book to throw light on some of the obscurities of Latin grammar.

HISTORY OF THE HEBREWS.—The attention of teachers and school officers who feel the importance of historical studies in schools, may well be directed afresh to "The Ancient Hebrews," a biblical history of the Jews from creation to the time of Christ, prepared by Abraham Mills, A. M., as a text-book for schools. This part of the history of nations is one quite too much overlooked. Anyone wishing to know more of the book can obtain a copy for examination

at half price, by mail, post-paid. The regular price is $1.75, and the publishers are A. S. Barnes & Co., of New York and Chicago.

An Elementary Guide to Determinative Mineralogy, by C. Gilbert Wheeler, professor in the University of Chicago, is published by S. J. Wheeler, of the same city. It is based on a German work, by Weisbach, and follows Dana's Mineralogy as to names of species, and physical and chemical characteristics It is chiefly confined to minerals found in the United States, and in the mining regions of Mexico, and is thus rendered very convenient for practical and more ordinary school room usd. Price $1.00. Half price for introduction, or when sent as a sample to teachers.

A. S. Barnes & Co. publish a 'Primary,' 'Intermediate' and 'Advanced' Writing Speller. These Spellers are very neatly gotten up, and must serve an admirable purpose. They are so arranged as to promote good writing as well as good spelling, and proceed upon the axioms "we spell as we write" and "write as we spell." Teachers may address 34 and 36 Madison street, Chicago.

Chart of English History, by E. M. Lawney. The purpose of this chart is to present, in a clear and comprehensive manner, the most important and suggestive facts in English history from the time of the Normans to the present day. The central figure represents the sovereigns of England in the order of their succession, the date of accession, and years of reign, and forms the nucleii around which are gathered the data of contemporary history; the matter being so disposed as to give the reader an intelligent view of the social and political condition of any given period in the briefest practicable space. As an aid to further study, and as a reference map, it will be of special use to those who do not possess the books from which it was compiled, or who have not time for individual research. It can be used with any English history. It is 24x29 inches printed in two colors, with chromatic border, and handsomely mounted. Price $1.00 per copy. The publishers will send copies by mail on receipt of price. Address Claxton, Remsen and Haffelfinger, publishers, 624, 626 and 628 Market street, Philadelphia.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

While the present winter has been very free from exciting events, it may prove to be quite fertile in historical results. It seems, at present, likely to mark an important turning point in the Indian policy of the nation. The treaty arranged between Secretary Schurz and the Ute chiefs, and now before the United States Senate for action, will constitute, if ratified, a long and desirable step in a new direction.

Several decisions of the United States Supreme Court rendered within the past few weeks, have excited much attention among students of our political history. They affirm the constitutionality of the so-called Election Laws, and of certain acts of Congress designed to secure the fuller enforcement of the Four

teenth Amendment. The interest attaching to these decisions arises from the fact that they are regarded by many as an important step in the general movement of our government towards centralization—another blow at "States Rights," in fact. They certainly indicate an enlarged conception of the powers of Congress.

M. de Lesseps is traveling in this country, having visited New York, San Francisco and other cities, in the interests of his Panama canal scheme. In consequence of this scheme, the "Monroe Doctrine" has been made the subject of a message from the President, of a series of resolutions proposed in Congress, and of numberless editorials in the newspapers.

How many teachers can trace the relation of the Monroe Doctrine to the Panama Ship Canal?

The presidential pot is beginning to boil vigorously, especially in the Republican household; but it is hardly worth while to commence naming prominent candidates.

THE MONTH ABROAD.

Much interest attaches to the English election taking place in Easter week Ere this reaches its readers, a new House of Commons will have been chosen. Both, parties, the Liberals and the Conservatives, appear to be confident of success, and the contest is being made with a warmth equal to anything known in this country.

A war between Russia and China seems imminent. China has lately taken on a war-like mood, and is disposed to actively resist the Russian encroachments upon Central Asia. There is also considerable friction between Japan and China.

In Russia, Gen. Loris-Melikoff has been appointed "Director" of a "Supreme Military Commission," for the preservation of order, with powers which make him not only military governor of St. Petersburg, but also practically dictator of Russia. His measures, thus far, indicate a degree of good sense not common among Russian officials.

An event worthy of some note is the completion of the St. Gothard tunnel under the Swiss Alps, the longest tunnel in the world, on February 29th. It is 9¼ miles in length, and was made in 7½ years for $9,700,000. The Mont Cenis tunnel, 8 miles long, was done in 13 years for $15,000,000. The Hoosac tunnel took 11 years and $13,000,000.

In France, of late, the main topic of interest has been the legislative contest over the so-called Ferry Educational bill, a measure intended to place public instruction under the complete control of the State, as opposed to religious orders. A fuller account of this matter will be given hereafter.

NIHILISM.

Every intelligent person in the country has met with the word *Nihilism* at least some scores, if not hundreds of times, in his past year's reading. The person who has not thus encountered it would be accepted as a juryman without a challenge.

But what does the word mean? The Nihilists belong to Russia; but are they a political party, a religious sect, or something less intelligible? Whatever they are, they seem to be filled with the destructive spirit. Dynamite and the bullet are their favorite agencies, and the Czar of all the Russias is the chief target of their assaults.

Russia, the youngest in civilization of all the European nations, is also the least understood. It has been forcibly denominated "the great mystery and marvel of recent history." Its social and political growth has gone on in the dark, away from the observation and the influence of the western nations; and so we are not a little mystified at its striking contradictions. Moreover, the Slavonic temperament, and emotional consitution generally, appears to be unique. One manifestation of its singularity is to be seen in the number and strangeness of Russian religious sects.

But the latest and strangest of all Russian out-croppings, is Nihilism. The doctrine is simply and solely destructive. It asks, thus far, only for the annihilation of all existing institutions, government, society, religion, the family. "Take the earth and heaven, church and state, take kings and Deity, and spit on them — that's our doctrine," is one of their deliverances. Of the future, of what shall succeed the chaos at which they aim, they have nothing at all to say. Nihilism would seem to be socialism and atheism gone to seed.

The movement is wholly confined to the upper classes of society, the peasantry remaining untouched by it. Students, shop-keepers, old soldiers, and public officials, fill the ranks — the students of the universities being especially prominent.

It seems incredible that a purely negative idea should command, in its service, the most intense zeal, and unhesitating self-sacrifice. But such is the fact. Young men and women, members of the nobility, give up wealth and social position to become disciples and martyrs of the mysterious new faith, if faith it be. In their plots and attempts at assassination, they put their own lives in peril with a coolness and indifference which is doubtless born of a despondent and diseased view of life and the world — pessimism, in short.

The workings of the sect are so thoroughly secret, that it is impossible to say whether its strength is still on the increase or not. Only time can determine. Meanwhile, the discomfort and perplexity of the government is extreme, and even the near future of the nation is a problem of intense interest.

By the way, how many teachers in Wisconsin are reading the graphic history of Peter the Great, now running in *Scribner's Monthly?*

THE EDITORS find room to record that Gen. FAIRCHILD, of this State, our new minister to Spain, arrived at Madrid March 31, and had a brilliant reception at the royal palace. Later in the day he attended a bull-fight, at which the king, queen, and other notables, the two greatest bull-fighters in the country, and 15,000 people were present. Such is Spain — in some things a century behind the times, but showing some signs of renovation and advancement.

What is meant by a minister to a foreign country, teachers? Who have been ministers to Spain?

NOTES.

TEACHERS will do well to heed the suggestions conveyed by the advertisement of books on Botany, on the second page of the cover.

E. S. RICHMOND, the principal of the free high school at Oregon, Dane county, writes that the school has recently opened with 81 pupils.

PROF. G. S. MARTIN, principal of the Waterloo graded school, is conducting an educational column in the Waterloo *Journal*. The column is filled with both original and selected articles.

THE legislature, at its recent session, constituted Thursday, June 10th next, as a legal holiday for this year. This was done in honor of the Soldiers' Reunion at Milwaukee, and, specially for the day when Gen. Grant will be present.

MISS CLAPP, superintendent of St. Croix county, writes, in reference to the opening of the institute at Hammond: "Prof. Thayer is here, and able to take the work. We have 66 members enrolled, with a good working spirit."

PROF. HUTTON, who had charge of the institute at Portage, writes under date of March 27th: "The institute closed to-night. We have had six full days' work. Over one hundred and thirty were enrolled. A very interesting lecture was delivered last evening, by Gen. Beadle, Superintendent of Public Instruction of Dakota Territory."

SUPT. MORGAN, of Green county, holds a private institute at Albany, opening March 29th, and continuing four weeks. He informs the teachers of his county that he expects to see present all those intending to teach the coming summer. He will follow, as nearly as possible. the outline of work published by the Institute Committee.

WE LEARN that the Academy building at Marshall, in this county, is for sale. The building was sought for a Norwegian Lutheran school, which it is now desired to locate elsewhere. There are no advanced schools of any kind in the vicinity, and hence there is an opening for a school of academic grade. Information may be obtained of Rev. A. Anderson, Clinton Junction, or of T. W. Denison, Marshall.

EX-SUPT. AMES has been engaged to take the charge of the Stoughton High School—Prof. J. S. Maxson resigning.

A FREE high school was established early last fall at Depere, Brown county, with Prof. L. K. Strong, as the principal.

SUPT. DORE writes: "I have made out list or educational exhibit and sent it to the Secretary of the State Agricultural Society." It will be published in a short time.

AT the end of the first week of the institute at Plover, Portage county, the enrollment was 90. Prof. Salisbury is in charge. The work has been quite severe for him, as he is just convalescing after a sickness of nearly a month.

SUPT. WEST, of Rock county, reports in Evansville *Review*, that sixty pupils are enrolled the present winter in the High School at that place, and twenty-two of them do not reside in the district. He thinks the whole school is in a prosperous condition.

THE *Herald* of Ellsworth, Pierce county, says "The Teachers' Institute held here last week was a complete success. A large number of teachers were in attendance, and a good deal of work was done." This was a private institute, held under the management of Supt. McCleary, of that county.

PROF. H. C. CURTIS, the principal of the public school at Juneau, edits a column in school department in the "*Telephone*," a paper published at that place. He is assisted by Prof. Clark, of the Horicon High School. The last number of this paper contains a well-considered article upon the adoption of the course of study for the ungraded schools, which has been published by the Institute Committee.

PROF. THAYER was not able, on account of severe illness, to attend the institute held at Sumner, Barron county, two weeks in last month. A report of the institute, published in the Barron County *Shield*, shows that fifty members were enrolled, and that the superintendent of the county, Mr. H. J. White, took the charge of the work, and carried it through to the satisfaction of the teachers. The work mapped out by the Institute Committee and published in the outlines for the institutes, was followed as closely as practicable.

THE deaf mute graduates of Wisconsin are expected to have a grand time next June in the city of Madison, where the next reunion is to be held. Every preparation is being made to make it a success. Mr. Larson, Secretary, has just procured from Governor Smith the use of the Legislative Chamber for holding the meetings in. Mr. J. J. Murphy will be the orator of the day. Of course, there will be other speakers.

RIVER FALLS is still exercised over the question whether it shall erect this year a schoolhouse in the place of the one burned down last year. The proposition is to build at the cost of about $11,000. The point to be reached is whether the house shall have an actual reference to the advantage of the children, or to the amount of taxes to be raised, the convenience of persons or the rivalries of the different localities in the village.

WE acknowledge an exceedingly pleasant visit from Hon. W. H. H. Beadle, Superintendent of Public Instruction of Dakota Territory. He has been visiting several States in the East, and gathering information to guide himself in the future management of the public schools of that Territory. Mr. Beadle, who, by the way, was a "soldier boy" for over five years in our army, and was raised to the rank of a general, is thoroughly interested in the work now committed to his charge. Under his intelligent and energetic supervision, the school system of Dakota will be established on a superior and enduring foundation.

PROF. BECK, of the Platteville Normal School, consents to take the charge of an educational column in the *Witness*, published at that place. In reference to the column, he says:

"It is the design to make it, as far as possible, a means of communication between teachers and friends of education in the county, and an aid in the improvement of the schools and the work done in them, by whatever means at its command may seem to be adapted to this end."

SUPT. DIKE, of Polk county, publishes the following:

The attention of teachers is called to the course of study for ungraded schools, published in connection with the circular for the Teacher's Institutes to be held during the current year. This course of study will be found highly practicable, and every teacher should become familiar with it. In a county like ours, where teachers are constantly changing, a uniform course of study in all the schools of the county, would be the dawn of an educational millenium; pupils would reap the benefit of it in a more systematic development of the mental faculties and a more thorough knowledge of the branches studied; half of the time, now worse than lost in "getting started" at the commencement of each term, would be saved to study and advancement.

WE clip the following from the Kenosha *Telegraph*. It is written by the enterprising superintendent of that county, D. A. Mahoney. In no other portion of the State has the system of public schools gained a firmer foothold. A portion of the intelligence conveyed by this article is certainly cheering:

"Last winter our Legislature passed a compulsory school law. Upon reading the act, we were of the opinion that it contained too many provisions – that it was not thorough enough. O'Donnell used to say that he could drive a coach and four through an act of Parliament, but a freight train might be run through the loop-holes of this law. Nevertheless, the law went into effect, and we have had a chance to watch its workings for six months. We are free to confess that the law has operated more beneficially than we supposed it would. There are many pupils enrolled in our schools this winter who have never been there before. In nearly every district there has hitherto been one or two families which did not send their children to school — the law has had the effect of bringing most of these children to school. As a general thing our people are law abiding. The Germans, as a class, obey the law. They have been accustomed to such a law in the old country, and take it as a matter of course here. Whatever of opposition we find, comes from Americans, English, and Irish. One Englishman, in Somers, cursed the director roundly because he told him he must send his children to school. We believe, however, that in most districts the opposition will die out, and that the law will result very beneficially in the end.

It is a fact, however, that in most districts *where the law would do the most good, it is not observed in the least.* The law requires the school board to meet on the first Monday in February, to make out a list of those children who are not in attendance at any school, and to file the same with the clerk. Fearing that the school boards would forget it, the superintendent gave notice through the Educational of the time of meeting. In most of the districts the board met and fulfilled the requirements of the law; in other districts, and some are those where the law is most needed, nothing was done. Now we know of several boys and girls in those districts who are unnecessarily kept from school. The members of the board are aware of the same fact. We find boys loafing around in stores, blacksmith shops, and depots, who ought to be in school. Why are they not in school? Simply because the district boards are not mindful of their duties. Now we have come to the conclusion that the laws must be enforced. If other laws were violated as often and as readily as school laws are, we would be in a state of anarchy. We believe that if the boards will meet, make out a list of children who are not attending school, and then notify the parents of such children to send them to school, that in nine cases out of ten it will have the desired effect. No parent will willfully violate the law if he thinks that the board means business. A little more energy on the part of a few district boards, and we will not have to report 1,100 children as not having attended school this year, as we did last year.

RICHLAND COUNTY is making preparations, through its superintendent of public schools, to present, at its County Fair next fall, a fine exhibition of the pupils' work in all its schools of different grades. Supt. Parsons has issued a circular giving directions to the teachers in the selection and preparation of the materials for the exhibit.

SUPT. PARSONS, of Richland county, writes to his teachers as follows, in respect to the Institute circular for this year:

I am pleased to see by this circular that the State begins to realize the importance of giving the children, the beginners, the right start. You will notice that the circular deals wholly with classes in the second reader and below. This is certainly an excellent idea, and one that will greatly assist those that expect to enter the school room the coming summer.

PROF. C. L. HUBBS, superintendent of Jefferson county, has issued a circular inviting the schools under his jurisdiction to furnish educational work for the Jefferson County Fair, to be held next fall. In this circular he published the following interesting item:

"Something over a year ago, Supt. C. J. Collier issued a circular entitled 'Preparation Work for County Fair,' setting forth the work to be prepared, the manner in which it should be prepared, and plans for raising money for the erection of a school building on the fair grounds at Jefferson. Very few teachers interested themselves in the matter, and owing to Supt. Collier's poor health he was unable to do much. The few schools that raised money have appropriated it to some other enterprise. All admit the need of such a building if we are to continue our annual school exhibits, and all who have inspected the school work are agreed as to its continuance. You are aware that the county board has appropriated $100 for the erection of a school building on the fair ground, to be paid when it shall be shown that $400 have been raised and expended by the schools. Now, do not say that $400 is a large amount of money to be raised. If we consider that there are about 160 teachers required to teach the schools of the county, we shall see that each school has only about $2.50 to raise. This is a trivial amount to raise even in a small district."

ON the 13th of January, Gen. Grant met the principals, of the public schools of Pittsburg, Penn.; and, in an address to them, gave utterance to the following thoughts:

There is no interest in our country which I feel deserves more to be fostered than that of the public school. Intelligence is the security of the Republic, as ignorance is the upholding of monarchy. To insure ourselves against the disasters of war, particularly of civil war, we want education diffused, that the minds of our youth may be sufficiently taught to read and to distinguish between right and wrong; and with such education universally diffused the Republic can never be in danger. I only regret that the statistics show in our country as much illiteracy as is shown. I was surprised at some figures that I heard repeated within a few days; but, when we consider the infancy of our public school system, it is probably not so much to be wondered at. My hope is that the day will come, and that not far distant, when the school facilities everywhere will be so that every child may have the opportunity of receiving a common school education at the expense of the State; and, if it should be necessary, that there should be in each State of this Union a compulsory education.

THE committee selected by the *Sanitary Engineer* (New York), to examine designs for a public school-house in that city, have made their report. The plans were to be drawn with special reference to convenience of arrangement for school purposes, security against fire, and facility for egress, distribution of light, ventilation and heating, and drainage, and other sanitary appointments. Four prizes were offered, and there was a general competition among leading architects from various sections of the country. The successful competitors were: First prize, $250, Arthur T. Matthews, of Oakland, Cal.; second, $125, Samuel F. Thayer, of Boston; third, $75, H. C. Koch & Co., Milwaukee, Wis.; fourth, $50, R. G. Kennedy, Philadelphia, Pa.

THE members of a primary class in a school in one of our inland cities, were told, a short time since, to learn all that they could about George Washington, and to be prepared the next week to report. The eventful morning arrived, and the first youngster came up at the tap of the bell, and declared that his mother could not tell him a thing about George Washington. (His mother graduated from a high-toned, classical seminary.) He was retired, and the next hopeful, after twisting two buttons off his jacket, had the dense gloom that surrounded the occasion enlightened by a flickering gleam of remembrance, and hastily stammered out, "He—he married a widow." Where are the future statesmen of the country to come from?

A CORRESPONDENT asks the question, "Which is correct, "Smith's, Jones', and Brown's wives went shopping together,' or 'Smith's, Jones', and Brown's wife went shopping together?'" Neither, as far as the word *Jones'* is concerned; that should be *Jones's*. The correct way of writing the sentence is: "Smith's, Jones's, and Brown's wife went shopping together." See Brown's Grammar of English Grammars, p. 510. Obs. 23. He gives the rule as follows: "Where two or more nouns of the possessive form are in any way connected, they usually refer to things individually different but of the same name; and when such is the meaning, the governing noun, which we always suppress somewhere to avoid tautology, is *understood* wherever the sign is added without it."

PROF. THOS. E. ANDERSON has invented a very ingenious apparatus called the Blackboard Parallel Ruler and compass. It enables the operator to perform all work upon the blackboard without the aid of any other instrument. It rules in both directions, and gives vertical and horizontal parallels the full extent of the board. It acts quickly, noiselessly, accurately. There is no part but what s suspended—the hands of the operator are free. It does not touch the board exceptin g by a wood pad and then only very lightly. It is graduated for measuring in any direction—and carries a protractor for geometrical drawing. It is not at all in the way and can by no means mar the surface of the board. All teachers who have seen it in operation, pronounce it an excellent thing.

EX-SUPT. O'HERRIN, of Oak Creek, Milwaukee county, writes as follows in regard to his school: "I have introduced the 'course of study' into my school, and I must say it has proved satisfactory so far. I had an examination in the middle form, with a view of promoting some of its members, the last of February; but I found their knowledge of the subjects was rather superficial. The work for the middle form during this month will be confined principally to reviewing, and looking up what they are deficient in. The class in the upper form will complete their work by the middle of April, with the exception of drawing and music. I was unable to do anything in the way of drawing, owing to a lack of black board surface. I must confess I do not understand music well enough to teach it. The pupils in this school were pretty thorough in their work when I took charge of it; that is why I am able to do such good work"

ARTICLE seven of the Educational Bill framed by Jules Ferry, and now under discussion in the French Assembly, contains the following provision, which excites the sharpest opposition to the Bill: It forbids any one to teach who has not passed a stated examination and received a certificate of qualification. Hitherto, while all other teachers have been required to undergo strict examinations, the members of any of the holy orders have been exempted from the requirement. As a consequence, the public schools in many parts of the republic are in the hands of women who know comparatively little of the matter to be taught, and nothing of the improved methods into which the graduates of the teachers' training schools of the country have been inducted.

A TEACHER in a country school in the county of Waukesha, furnishes for the *Freeman* a report of his school, which was organized under the scheme published by the Institute Committee. He taught four months, beginning November 17th last, and had eighteen pupils in the lower form, and thirteen in the middle, and three in the upper. He gives the number of days each pupil was present, and his standing in scholarship and deportment. It is an interesting statement.

PROF. J. M. RAIT, of Two Rivers, writes: "My school work is very pleasant. I have been received very kindly among the teachers of the county. Manitowoc and Two Rivers hold joint teachers' meetings to talk up ways and means of systematizing more fully our work in the several grades."

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SHOULD THE HIGH SCHOOL BE ORGANIZED AS SUPPLEMENTARY TO THE COMMON SCHOOL, OR AS PREPARATORY TO THE UNIVERSITY OR COLLEGE?

Paper read by R. W. Burton, Dec. 31, 1878, before the Principals' Association, held at Madison.

"Whatever claims may be made by the friends of colleges and academies in their behalf, they cannot deny that the common school is still more important, because on this basis the welfare of the whole people more immediately rests."

To these words of Horace Mann, the responsive amen wells up from the popular heart; they are in strict accord with the views of every person — professional teacher or otherwise — that has bestowed a thought upon the subject of public education.

That every instrumentality organized for the uplifting and the improvement of the common district school involves the well-being of the masses, is my apology for advocating the organization of the high school as supplementary to the common school.

To organize the high school on any other plan is unnatural and strained. Naturally, the high school is evolved from the common school, just as the bud is evolved from the stem, being a phase of its higher development. Would you gather a richer fruitage, place the fertilizers about the roots, work them into the soil; so, would you have knowledge increase in the land, give attention to fundamentals, the common school. It is here that all reforms should be inaugurated, all grading take its beginning.

Let us note the process of this secondary growth. The school

code dictates what studies *shall be taught* in every district school of the state. In every common school, there are some pupils who have acquired facility in reading, a quick grasp at thought, rapidity and accuracy in numerical combinations, correctness in spelling, ease, neatness, and dispatch in penmanship. Such are through the painful period of study. To those well grounded in first principles, study is a delight. For them the limits prescribed by the state no longer afford pleasure. Their aspirations at once render operative the optional clause of the code, viz: "and such other branches as the district board may determine." Right here there is the nucleus of the high school. Though diminutive in form, perhaps, and humble in character, it is a natural healthy growth. The demand for secondary studies is created, the supply of opportunity, in the natural order must come.

Whether extra teaching force shall be furnished for the instruction of the few in each locality, or whether the several germs of high school organization in a town shall be collected at a convenient center, and the common want met by the establishment of a town high school, is not for me to determine. This is true, however, that the more completely we make these schools neighborhood institutions, the more completely we pledge the people to their support, to their defense.

Doubtless the free high school comes nearer fulfilling the requirements than any other instrumentality yet instituted. Instead of 85 such schools, there should be 185; instead of $25,000 state aid, the appropriations should be $125,000, and the time of its continuance, such as to ensure the everlasting prosperity of these schools. The economist will denounce these appliances as far too expensive. Expensive outlays are not necessarily extravagances. As in other departments of enterprise, so in educational matters, liberal expenditures are very frequently conducive to the strictest economy.

In reference to the free high schools, let me say further, that state aid, however liberal, will avail but little for them unless the principle of adaptation is closely followed in arranging their course of study. In every case, the character of the surroundings must be studiously consulted before the grade of the school can be judiciously determined. To give close attention to this principle will ensure success for the high school in a community not remarkable for its intellectuality, while to ignore it, may bring failure to the enterprise even in a neighborhood favorably disposed to liberal education.

Superintendent Harris writes: "I think high schools should be supplementary to the common school, but would insist on the introduction of classical studies into the high school." None have a profounder respect for the opinions of this gentleman than myself; but I believe this matter of insisting upon an ideal course of study, irrespective of circumstances will prove as disastrous in the future for the high school cause as it has been injurious in the past. The uninterrupted friendship for the secondary work in my own city would continue but a short season should Greek be added to the course of study. A reasonable amount of Latin is all, that at present, the popular sentiment will bear. Add Greek and many persons, now the avowedly warm friends of the high school, would join the respectable minority who denounce secondary instruction, at public cost, in any form, and the beginning of the end of our high school work might be regarded as near.

On the other hand, fail to supply the highest of secondary instruction in Madison or Beloit, and the maintenance of a high school would be out of the question. All material for such a school would center upon college and university, while the under school would lapse into inefficiency. Everywhere the tone of surrounding institutions, the condition of the common schools and the educational sentiment of the people must largely govern in this matter.

But to my subject more closely.

Did space permit, I might show from history that the organization of the high school is coeval with that of the common school. The necessity of the latter begat the former, and not to organize the high school in close rapport with the common school would be ignoring all precedents, past and present. The necessity of such establishment, has ever been regarded as imperative, by thoughtful citizens, both in and out of educational circles.

As indicative of prevailing sentiment on this point, the legislature of New York, in 1834, directed the surplus of the "literature fund" to be expended in the support of academies for the education of teachers for the common schools of the state. In Horace Mann's report of 1834, he says: "The union school is found to improve all the schools in the constituent districts. So far as my knowledge extends, no districts which have adopted could be induced to abandon it." "The common schools are always feeble and inefficient where high schools are wanting," says superintendent Philbrick. Wherever they will admit of it, grade the common schools; and in connect-

ion with them establish the high school, are substantially the words of Superintendent Wickersham.

The law authorizing free high schools in our own state, clearly estimates the close relations they are to sustain to the common school, and the end for which public money appropriated for their support is to be expended. To establish the high school in reference to the interests of any other grade than that of the common school, then, is in direct opposition to an intelligent public opinion.

To be of any definite advantage to the common school, and through it to the mass of the people, the high school must be in the closest relation to it. The influence of the secondary schools upon those below it, operates directly by stimulating ambition, by securing close attention, industry, and uniformly good deportment on the part of children of lower grades, that in due time they may enter the high school; and indirectly, by furnishing teachers of good training and improved methods for the common school service. These influences are the most potent when the relationship of the two grades of school is the closest. When that relationship becomes identical with that of offspring and parent, these healthful influences are at their best.

To render our appreciation of these forces more decided, of any system of city schools set aside indefinitely this high school agency; and who can predict the low degree to which the under schools will fall? Admitting that the under schools could retain a commendable degree of efficiency without this high school surmounting, who can estimate the inevitable strain upon the disciplinary and instructive forces.

The province of the common school is not so much to furnish knowledge, as to provide the instrument for its acquirement; and the struggle all along has been, and is to-day, to render it more efficient in this particular, to impart to it a keener edge, to render its condition the best possible in every community.

To this end, the supplementary high school will largely contribute by eliminating the higher studies from the common school, which its absence now necessitates. This simple reform will so simplify the work there, as to impart greater utility to the teaching force, render class progress more thorough and rapid, besides facilitating in numberless ways the triumphal introduction of a uniform course of study in every district school of the state. Public utility then, demands that our high schools be supplementary.

In passing, let me say: I believe the repeal of the optional clause

of the school code, to which reference has been made, thereby positively excluding instruction in the higher branches from the common school, would materially assist in creating a general demand for supplementary high schools.

Since the high school imparts efficiency to the elementary schools, tends to preserve republican equality and to discourage social caste, offers to all of whatever strata of society opportunity for liberal education, discovers genius and develops talent, its institution at public expense on the ground of the state's safety, is quite as expedient as the organization of the common school by the commonwealth. This is more apparent when we reflect how much of political demagogism there is, how it is possible for a few persons to control the destiny of a nation. Under these circumstances, it is not enough that our citizens be prepared to vote intelligently; they must be fitted to rule.

The semi-ignorance that barely admits of the citizen's reading his ballot, constitutes but a slight defense for the safety of the state. "I will thank any person," says Everett, "to show why it is expedient and beneficial in a community to make public provision for teaching the elements of learning, and not expedient nor beneficial to make similar provision to aid the learner's progress towards the mastery of the most difficult branches of science, and the choicest refinement of literature."

The state does well, then, when she encourages the establishment of free high schools; she does well, when she says to every community, establish a high school and I will contribute to its support; help yourself, and I will help you.

The expediency of the state's establishing high schools being admitted, does it possess the authority? If she can constitutionally enact laws for the punishment of the criminal; levy taxes upon her subjects for the support of a penal code; if she can command the parent to school the child, her right to establish high schools will hardly admit of a reasonable doubt. Her right to organize normal schools and maintain them, is defended by competent authority; if so, how much stronger is the case of the high school. No development of the system roots so deeply into the common school as this; its rootlets ramify every part of it.

The high school is the principal round of Huxley's educational ladder, having one end in the gutter and the other in the university.

But both expediency and authority, on the part of the state, to organize such schools, are conditioned upon the relations they are made to sustain to the common school.

Suppose that, ignoring the interests of the common school, the high school be organized preparatory to the college or university? It then occupies the same position as the high schools of independent cities, whose relations to the common school are more in appearance than real. If any pupil from the common school reaches the city high school, it is more by accident than by virtue of any relation that exists between the two. To organize the high school upon the preparatory plan is to make them exclusive, to create opportunity for the few to the exclusion of the many, to render ease of access to secondary work for the common school pupil a myth. To do this, would be a practical violation of the spirit, if not of the letter, of the law authorizing such schools; to support such action from the state treasury, would be a perversion of public moneys, indefensible, either upon the ground of expediency, or delegated authority. As one has said, "High schools either supplement the common school, or they are unjust as state institutions."

I am well aware that there is a class who contend for the organization of the high school on the preparatory plan, claiming that the influences of all higher institutions operate from the top downward. Admitting this to be so, I still claim that high grading, irrespective of common school necessity, renders the chasm between the secondary and elementary schools, too wide to be spanned by these downreaching influences.

The loadstone, surrounded by objects, will doubtless exercise a subtle influence upon all, but its presence will be manifest in those only whose organization places them in the closest sympathy. So it is with the preparatory high school, its stimulating, uplifting influences upon the common school is the exception and not the rule.

Our lamented Prof. Carpenter states that three things operate to exclude common school pupils from the University, viz: "Want of opportunity, want of inclination, and want of means." The high school of natural growth and supplementary in its relations, with ease of access from the common school, supplies this golden opportunity, comparatively speaking, at one's own door. Once in the high school, there will be a looking to that beyond the limits of the course. The inclination for loftier things will naturally develop, increase, and strengthen; the educational spirit will become well-pronounced, and the desire for superior culture, once kindled, will intensify, until no obstacle can prevent its gratification.

Under the most favorable circumstances, perhaps, the majority of

pupils may pass from the high school to the walks of commercial, or professional life, still the number seeking university or college honors will be greatly increased.

This spirit manifest in the pupil, spreads to the patrons, and re-acts upon the high school itself. The school organized but little higher in its grade than the common school, will soon be loud in its demands for a complete English course of study. From like causes may arise the necessity for the introduction of the classics; and so the supplementary high school, budding upon the parent stem, will blossom into the normal school, and eventually mature its fruitage in the intellectual sunshine and shadow of the university.

I will offer but one more reason why the high school should be supplemental in its organization.

In 1642, the colonial assembly of Massachusetts expressed the colony's kind regard for the common school, by the passage of the first educational ordinance, looking to the education of all its citizens. During the centuries that have elapsed, that colonial regard has warmed into a national affection, until now, the welfare of the common school lies, side by side, with the love of American liberty, and with it is enshrined in the hearts of the people.

Our system of public education, however, is not without its enemies. One class would cut off all advantages above what the common school furnishes; the other would wipe out the system altogether by placing all education in the hands of the church, thus practically, as far as the masses are concerned, thrust the generations back to the darkness of the middle ages.

In view of the respectable minority that oppose them, and their irrelevancy, as a whole, to the popular wants, our high schools offer the most feasible point of attack. For their overthrow, at least, it is not impossible for the two classes of enemies to unite. Whether so or not, signs indicate that the day of trial for our high schools is near. The tocsin of war is now sounding; the enemy is marshalling his forces; already they are under marching orders. What shall be the plan of defense? Make the relation between the high school and the common school intimate; render the workings of the former familiar to every citizen; bring its interests home to every hearthstone, and thereby make its necessity, as an accompaniment to the common school, indispensable; in other words, let the high school organization be such as to place its pulsations in complete unison with the heart throbs of the common school, and we throw about

secondary schools an impregnable wall of defense; we recruit the ranks of their defenders in such numbers as to insure the discomfiture of their enemies, and place the reduction of these fair citadels beyond a possibility. Do this, and from whatever quarter the attack may come, whether through the low intrigue of the wily politician, the cunning sophistry of the canting priest or layman, or through the manly reasoning of sound argument, its position will be tenable; and the high school shall emerge from the conflict, refined as gold is refined in the fire, and the question of its feasibility and perpetuity be forever laid to rest.

THE LOUISIANA PURCHASE.

That splendid acquisition of 1803, which nearly or quite doubled the territory of the United States, and really settled the question whether there should be *one* or more than one great nation on the North American continent, possesses a peculiar fascination for all intelligent readers of our national history. The exact limits of the territory acquired have often been the subject of controversy, especially since the publication of the United States census report for 1870.

That report contains a map of the several territorial acquisitions of the United States, in which the "Province of Louisiana" is made to include the region formerly known as Oregon, but now divided into the State of Oregon and Washington Territory. Following in Gen. Walker's wake, several writers of school histories (notably Ridpath) have given Oregon as originally a part of the Louisiana Purchase; while others, as Anderson, and Swinton (page 232), teach that we hold Oregon by right of discovery and settlement. The question, Did the Louisiana Purchase include Oregon? has thus become a mooted one in our public schools. The writer hereof has lately taken the pains to inquire into the matter as thoroughly as possible, and at the solicitation of prominent teachers, will here attempt a concise statement of the results of his investigation.

It is evident that France could not sell what she did not possess, or at least claim to possess. Evidence will therefore be brought to bear upon the following proposition: *The French never claimed anything beyond the Rocky Mountains.*

They presented a valid, though not uncontested, claim to the whole of the Mississippi and St. Lawrence valleys; but (*a*) they never sent

an explorer of any sort to the Pacific coast; and (*b*) they never crossed the Rocky Mountains, and never formed a single establishment beyond them or even in their vicinity. In the treatment of this subject, it seems most convenient to present the matter under three separate heads:

A. The principles of international law governing the acquisition of territory in new lands.

The chief of these are as follows:

1. Priority of Discovery if followed by due notification and by *settlement* within a reasonable time. (On this, cf. citations of Vattel *et al.* by Prof. Travers Twiss, of Oxford University, in Chapters VII, VIII and IX of "Twiss on the Oregon Territory," N. Y., 1846.)

2. Contiguity of Territory,— the most important application being that discovery of the mouth of a river gives sovereignty over the territory drained by that river and its tributaries.

De Soto discovered the Mississippi in 1541, and his companions descended it to the Gulf; why, then, by the application of the above principles, did not its valley belong to Spain? Simply because the element of prompt settlement was wanting. Spain neglected the region for more than a century, and then came France in the person of La Salle.

B. The history of Louisiana up to the time of our purchase.

The royal grant of Louis XIV to Anthony Crozat, Sept. 17, 1712, specifically defines the limits of Louisiana. It was to be bounded on the west by New Mexico (Spanish), on the east by Carolina (English). To the northward, it was to comprise the Mississippi valley to the mouth of the Illinois river, including the whole of the Missouri valley on the west and the Ohio valley on the east, "with all the countries, territories, lakes inland, and the rivers emptying directly or indirectly into that part of the river St. Louis [the Mississippi]." "All the said territories, countries, streams, and islands, we will to be and remain comprised under the name of '*The Government of Louisiana.*'"

In 1717, the Illinois country was annexed to Louisiana by royal decree, and the whole was granted to the *Compagnie de Orient* of John Law.

After the French and Indian War, in 1763, the cession to England gave Louisiana a new eastern boundary, viz.: the Mississippi river to the mouth of the Iberville (now Bayou Manchac). Louisiana, thus shorn of its eastern half, passed at the same time into the hands of Spain, and was occupied by that government for forty years.

When Napoleon became ruler of France, one of his first acts was a negotiation with Spain for a retrocession of Louisiana. This was effected; and on October 1, 1800, was signed by the Treaty of St. Ildephonso, which retroceded Louisiana "with the same extent that it now has in the hands of Spain, and that it had when France possessed it, and such as it ought to be after the treaties subsequently entered into between Spain and other states,"—a statement sufficiently ambiguous, it would seem, for all the purposes of diplomacy. Napoleon's critical relations with the rest of Europe, especially England, led him to keep this treaty a secret as long as possible. In order to this secrecy, the Spanish troops and officials continued to hold rule in Louisiana, as if nothing had happened.

In time the transactions became known, and fear of England led Napoleon to the sale of the province to our government, by the Treaty of Paris, signed April 30, 1803, for the sum of eighty million francs, twenty millions being applied to the settlement of claims by American citizens against France. In this treaty, the limits of Louisiana were defined by quoting the exact language of the Treaty of St. Ildephonso, as given above. The ambiguity of this was fully recognized by the commissioners, and Napoleon remarked of it that "if an obscurity did not already exist, it would perhaps be good policy to put one there." He was willing that the United States, the nation on the spot, should have all the possible advantages of ambiguity as against the European claimants on its frontiers.

From what precedes, it will be seen that on the west no change had ever been made in the original boundaries laid down in the grant to Crozat, in 1712.

C. Authorities in support of the main proposition.

1. The Marquis de Barbé-Marbois, Napoleon's Minister of the the Treasury, and, as such, the French negotiator in the sale of Louisiana, must be accounted the highest authority, he being an eyewitness and chief participant in the whole transaction. In his "History of Louisiana," written in 1829, he says: "According to old documents, the *bishopric* of Louisiana extended to the Pacific Ocean. But this was at most a matter of expectancy, and the Indians of these regions never had any suspicion of the spiritual jurisdiction which it was designed to exercise over them. Besides, it had no connection with the rights of sovereignty and property" (p. 284). And further: "The shores of the western ocean were certainly not included in the cession" (p. 286). "The first article of the treaty meant to convey

nothing beyond them [the sources of the Missouri]" (p. 290). Let it be remembered that Marbois was one of the *makers* of the treaty in question.

2. Greenhow's "History of Oregon and California," second edition, 1845, is the standard American work on this question of the northwestern boundaries. It says: "We are forced to regard the boundaries indicated by nature — namely, the high lands separating the waters of the Mississippi from those flowing into the Pacific, or the Californian Gulf, as the true western boundaries of the Louisiana ceded by France" (p. 283). "It has been proved conclusively that no establishment whatever was made by any civilized people except Spaniards and Russians, in any part of the western section of North America, until 1806" (p. 395).

3. President Jefferson himself. In a letter to Mr. Breckenridge, of August 12, 1803, he says: "The boundary which I deem not admitting question are [sic] the high lands on the western side of the Mississippi, inclosing all its waters." In January of the same year, 1803, before the purchase had been even attempted, he had sent a confidential message to congress, urging the exploration of the Oregon country, as then our rightful domain. In 1816, he wrote to the Philadelphia map-maker, Mellish: "On the waters of the Pacific we can found no claim in the right of Louisiana. If we claim that country at all, it must be for other reasons."

4. John Quincy Adams. As Monroe's secretary of state, he wrote to Minister Rush, July 22, 1823: "The right of the United States to the Columbia river, and to the interior territory washed by its waters, rests upon its discovery from the sea, and nomination, by a citizen of the United States; upon its exploration to the sea, made by Captains Lewis and Clarke; upon the settlement of Astoria, made under the protection of the United States; and upon the subsequent acquisition of all the rights of Spain, the only European power who, prior to the discovery of the river, had *any* pretensions to territorial rights in the northwest coast of America." (Am. State Papers, Vol. V., p. 791.)

5. Major Amos Stoddard, Governor of Louisana in 1804, "Sketches of Louisana," 1812.

"If the claims of France are sufficiently supported, Louisana bounds thus: South on the Gulf of Mexico; west partly on the river Bravo [Rio Grande], and partly on the Mexican mountains; north and northwest, partly on the Shining mountains [Rocky mountains], and partly on Canada, etc., (p. 148).

6. Early maps, (*a*) De Lisle's "Carte d'Amerique," a beautiful French map published in 1722, includes in Louisiana the whole Missouri valley as then understood, but nothing farther in that direction; (*b*) Bradley's Map of North America, 1804, carries Louisiana to the Rocky mountains only.

7. Other Testimony. Full corroboration of the same view is to be found in Morse's American Gazetter, 1804. Benton's Speech of May 25, 1846; Robertson's "Oregon," 1846, (p. 162); Falconer's "Mississippi," 1844, (p. 60).

Thus far we have considered simply the question of the western boundary, and the evidence is incontrovertible that Oregon formed no part of the purchase from France. The lines between Louisana and Spanish Florida, on the one hand, and Mexico (Texas), on the other, however, were long a subject of controversy and negotiation between our government and that of Spain, the United States claiming that Louisiana, as acquired, extended to the Perdide on the east and to the Rio Grande, even, on the west.

No settlement of these disputes was reached until the purchase of Florida in 1819. The Florida Treaty, as it is called, was made the instrument, not only of the transfer of Florida, but also of a full determination of the western boundary of the United States. Spain relinquished her pretensions to Oregon; the United States relinquished their claim to Texas; and a definite boundary line was agreed to from the mouth of the Sabine, north along the western bank of that river, to the 32d parallel, thence due north to the Red River; thence following the Red River westward to the 100th meridian, along that meridian to the Arkansas river, up the Arkansas to its source in latitude 42 degrees, and along that parallel to the Pacific.

The establishment of this line was a sort of a compromise between the extreme Spanish and American claims; and, it never, for a moment, claimed to be a boundary of French Louisana. It was simply accepted, from that time forth, as the northern boundary of Spanish America. It is the failure to discriminate between the events of 1803 and those of 1819, which has given rise to the error in General Walker's map, and the confusion that has resulted from it. It may be remarked, however, that the term "Louisiana Purchase" is not used in the map in question, but the phrase "Province of Louisiana," which at least admits of interpretation as meaning the *American* province in 1819, and not the French province of 1803. This would clean the skirts of the author, but the opposite interpretation is the one which the map has universally received.

To return for a moment to Oregon, no better statement of our title to it can be made than that quoted above from John Quincy Adams. It rests as he says: (1) Upon the discovery of the Columbia, by Capt. Grey, in 1792; (2) Upon the exploration by Lewis and Clarke, in 1805; (3) Upon its settlement at Astoria, in 1811; and (4) Upon the acquisition in 1819 of the title, whatever it was worth, of Spain, the *only* nation except Russia that ever made any settlement in the western section of our present territory, prior to our own.

There is not the slightest foundation in international law, nor a shadow of evidence in history, for a French claim to any country beyond the Rocky mountains.

Whitewater, Wis., April 22, 1880. ALBERT SALISBURY.

SYSTEM IN EDUCATION.

Foreigners readily admit that our school books are superior to any in the world, and the imprints of our leading publishing houses may be found, as the favorite text-books, in China, Japan, and in other distant parts of the world. They likewise readily own that the schools of our great cities are not to be surpassed in all that constitutes superior excellence, whether in methods of instruction, government, or discipline. All this is readily conceded; but when they come to the subject of our country schools, they usually find here very little to admire or praise. These appear to be without system, and to have little or no homogeneity or coherence. The reason of this undoubtedly is that, in a great measure, these schools of the people in many parts of the country, although moulded upon the same plan, are still but in their infancy. They are an outgrowth of the youthful nation that is now advancing with such gigantic strides in every direction, and, considering everything, their present condition, if not so perfect as it might be, is at least creditable. That the system under which they exist is capable of great improvement, no one will dispute; in this respect, *time* must be regarded as an essential element; but their friends believe that they are destined yet to be the peculiar pride and glory of the great nation which has so carefully nursed and cherished them in their infancy, and which will still continue to foster and to improve them and render them worthy of the country.

But an improvement upon the present system seems wanting in order to keep them abreast of the times — an improvement which,

whenever it may be effected, cannot fail to exercise a most salutary influence upon both teachers and schools; and the interests of these are always identical. This improvement must be attempted at no distant date, or we shall soon find ourselves behind some of our near neighbors. In this respect, undoubtedly, our Canadian cousins would seem recently to have gained a march upon us; and if we are not to lose our laurels, we must be on the alert to overtake them in this noble rivalry.

In Canada, an inexperienced candidate is examined in the ordinary studies taught in elementary schools, and, if successful, receives a third grade certificate. After serving for two years, and presenting testimonials of success, the candidate may pass a more difficult examination, including some of the higher English branches, and receive a second grade certificate. At the end of three more years of successful experience, the candidate may pass a still more difficult examination, covering the studies pursued in colleges, except languages, and receive a first grade certificate.

In this manner, as will be readily seen, the more experienced usually receive the higher class of schools and the best pay, and teachers are thus encouraged to give their best talents and energies to the work. Experience thus goes hand in hand with scholarship, and to the diligent student and successful teacher promotion is always assured. Many teachers, indeed the majority, are thus induced to make teaching a life work; and when permanently disabled, by sickness or old age, they are entitled to a yearly allowance of six dollars for every year they have taught in the public schools of the Dominion. At any meeting of our country school teachers, you at once perceive that the majority are about the same juvenile age — a few years under or above twenty — while in Canada, at any general convention of teachers, you will find them ranging from twenty to three or four score. And this diversity of age seems to us to present the true idea of a professional gathering, in the ranks of which the different stages of life are duly represented, youth, manhood, and mature age. When in council, such a gathering cannot fail to be impressive, and its deliberations worthy of consideration. For here the fire of youth and the vigor of manhood's prime are tempered and mellowed by the ripened experience of mature years. And here, therefore, we seem to have the true idea of what a profession should be. At meetings or assemblies of the learned professions, you may witness the same pleasing and dignified variety among the members in respect of age;

the deliberations of such august bodies always carry with them the impress of weight and authority. Until we shall have adopted some such system in the case of our country schools, the work done will continue to be marked by serious imperfections in quality no less than in quantity.

Anchorage, Wis. G. H.

PRIMARY INSTRUCTION.

ENGLISH LITERATURE IN PRIMARY SCHOOLS.

I enter a plea for a course of English which shall begin in the primary room. That, as well as language lessons and composition, should have its rise in this place and its progress through all the grades. No lesson in reading should be given without the two last, and no session should pass without at least a few moments of the first. I dare not say how much may be done during the first year, but the child's receptive powers are so great and the quantity of delightful and pure literature for childhood is so large and so accessible that every primary teacher may, in the time granted her, give a bent to the minds under her care that can never be wholly changed.

We have the memory in its most plastic state and can store it with good poetry for the entertainment of society, the beguiling of tedious hours and the exclusion of matter that is either unprofitable or worse than that, and, more than all else to the child for the cultivation of a taste for refined thought expressed in good English.

In teaching poetry to all the children (a concert exercise), time is gained and benefit is derived in far greater measure than in the drill of individuals for "speaking pieces." The object is not to make a show exercise but to acquaint all the pupils with good things — giving them a personal interest in them.

History, too, may be given in such an attractive way that "learning to like it" need never be one of life's later duties. Sunny France will never seem unreal or far away to the children who know about Picciola or the "Little Captive King" poor Louis XVII, and from Phoebe Cary's Little Dyke Boy may be drawn not only an excellent moral but a picture of Holland's green low lying meadows, long armed windmills, and broad dykes, shielding all from the hungry sea, that

will, should they ever see that clean and busy land, make it seem like one of childhood's haunts. From Chas. Courtney Coffin's "Story of Liberty" can be taken many other bits of history which may be served out to minds looking through such bright eyes that the process will seem like nothing less than feeding the hungry.

We can do much toward introducing good reading into the homes of the pupils by advice as to what is good. Are we not told that if we rule the children the parents are ours? A pile of old "Youth's Companions" have done me good service not only as a mine of pleasure for the little ones, but as a means of discipline, since a good child might take one home on Friday night "to keep."

For the school to subscribe for St. Nicholas or some other periodical of that kind is well. The numbers may either be bound and form a nucleus for a future library that shall belong to the school or they may be given as "rewards of merit" as the months go by. The latter way has the advantage of being seed sown where, perhaps, no other would fall.

Pictures which have a story attached should be preferred for the school room walls, and engravings should always be chosen instead of the gawdy and taste vitiating chromo. I wish that every schoolroom in the land might have a copy of Raphael's Sistine Madonna (the original hangs in the Dresden Gallery). Simply the mother and child should be chosen as the most beautiful conception of love and innocence that can be placed before us.

For keeping the many good things that child lovers are daily giving to us, a scrap-book is useful. I have one which is the children's own and will sometime be a valuable book. The columns of all the religious weeklies are worth searching for contributions to it. Among those who have passed away leaving good work for little ones, are Wordsworth and Chas. and Mary Lamb. Children will listen with unflagging interest to any number of recitals of "Mabel on Midsummer Day" from Mary Howitt. It is well for the teacher to have some of these in her memory, too.

All these exercises cultivate the taste, widen the horizon of the mental vision, give occupation to otherwise idle time or vacant thought, and form an acquaintance with heroes of all ages, which the child will most delightfully renew from time to time as the years go by.

Surely, we primary teachers have virgin soil to work on. Let us occupy the ground!

Eau Claire. MARTHA KIDDER.

A LETTER FROM BOSTON.

BOSTON, *April 18, 1880.*

Boston is just waking up from a sort of Rip Van Winkle sleep, and rubbing her eyes open to the fact that her schools are not exactly the first in the country, notwithstanding the vast amount of money which is spent on them yearly, and the start, in point of time and experience, which she has had over her sister cities of this fair land, in the matter of educating youth. In fact, she began to become dimly conscious that she was getting into the ruts of old fogyism some three or four years ago, and forthwith reduced her school committee from its formerly unwieldy body to a convenient number, and appointed also half a dozen expensively-salaried supervisors, whose business it has been, as far as we laymen can make out, to try experiments. They have tried many, with many results, but one experiment, at least, seems likely to be productive of good results, and that is, the new system which has been introduced into our primary schools during the past year, of throwing away the text-book, the alphabet, and oral spelling, and substituting the "word system," by which, through the medium of writing — on the board by the teacher, and on slates by all the children — spelling, grammar, composition, and more or less of geography, history, natural history, and various arts and sciences are taught simultaneously. All this to the delight of the children, who are not kept in the old-time rigid order, and think it is fun, and somewhat to the despair of the teachers.

"I like the idea extremely," said a very successful and popular young lady teacher to me the other day; "I always wished some such system might be adopted; you know I always hated the old routine by which the children were made so many little machines, and we teachers the cranks by which the committee turned them! But I wish we need not be expected to do impossibilities. Now before the new system was introduced, I always had a good penmanship; there was not a slate in my classes that I was afraid to show. But now that the children are taught and encouaged to write anything and everything as soon as they enter the lowest class, of course they form bad styles, and how is it to be prevented? In public they tell us that it is no matter *how* the child writes, so that it means something to him; but in private they come around and examine the slates and look solemn even if they do not actually find fault, because the penmanship has degenerated."

Well, the latest acquisition upon the board of supervisors is Col.

Parker, of Quincy, who has had control of the wonderful model schools of that town, and perhaps he can shed some new light on the subject.

Two late propositions for economizing the school appropriation of this year, which is uncomfortably small, are meeting with a deal of opposition in various quarters. One is to omit the usual Musical Festival of the schools this May. The other is to drop the Director of Drawing, Mr. Walter Smith, and let the teachers of the various classes teach the art undirected and uncontrolled.

As it nears the end of the school year, and vacation looms up in the near future, the question of such great interest to every teacher, where and how shall it be spent, recurs with ever new zest. The European tours which have recently been made a feature of the summer by the well-known musical director Dr. Tourjée, attract a great many who, until this way of traveling was opened, looked toward the other half of the world with a vague longing, as being among the impossibilities. Especially to ladies is this manner of traveling a God-send, for while it is utterly out of the question for a lady to start on a European journey alone, she can join one of these parties with absolute certainty of excellent company, entire protection from all danger and annoyance, and of making the most of her time and money. As to the money, there are so many different tours laid out for the coming summer by the Doctor, than one can choose more or less according to length of purse and ideas; $280 will give Scotland, England, Holland, Belgium, and France, and one may stay over at Paris or London at will. Switzerland is added for another hundred, Germany and Northern Italy for another, and Southern Italy with all the rest for $600. Or there is a shorter tour over the whole route for $475, called the Swiss-Italian tour, which is a temptation indeed. Of course everybody knows that these sums cover every expense of traveling and hotels (first-class); carriage-drives in the cities, fees, etc., etc. There are extra inducements this season to go abroad, among the chief of which are the Sunday-school Centennary and the Handel Triennial Festival to be held in London, in June, and the decennial "Passion Play" at Omeramagan.

There has been a recent excitement here as to unsanitary school-houses, which has resulted in improvements in drainage and ventilation in a few buildings. And the old question of discipline came up last week before the committee, as the result of a complaint lodged against a South Boston teacher who has been in the habit of making her little girls stand for hours without any support, as punishment.

Finally a child fainted, and hence the exposure. Much to the disappointment of many, she was not discharged, but there is no probability that she will "ever do so any more." HUB.

CONTROL CHILDREN BY KINDNESS.

The weapons of a primary teacher are love, kindness, sympathy, cheerfulness, and patience. With these she can expect to have excellent order, rapid advancement, the love and esteem of her scholars, and prompt obedience to her every word, look, and gesture. The rod, together with harsh words, stern commands, and continual fault finding, will not bring forth the desired results. Children can appreciate kind words, but not harsh words. They will cheerfully obey a request made pleasantly, but rebel at it if uttered irritably. Corrections kindly given, will sink deeply, and make a lasting impression; while severer measures would provoke indifference, carelessness, and perhaps hatred. So let your watchword be *kindness.*

Do not look for things with which to find fault, but for those which can be praised. To a scold, things invariably go from worse to worse. To censure *slight* offenses causes ill feelings, as far as practicable let them pass unnoticed; but praise those things worthy of commendation, and what is the result? Interest and animation prevade the school, and all work with a will to win to approbation of the teacher.

Little hearts are easily won by a kind word and a smile, and they will try so hard to gain them, dreading a reproachful glance from the teacher as much as they do a severer punishment. Self-respect must be encouraged and fostered. Let pupils feel that they are thought capable of only good and right actions, and that no wrong is expected of them. Most of the offenses committed in school are not premeditated wrongs, but are owing to indifference and thoughtlessness, so deal with them accordingly. Express surprise and regret that *they*, from whom so much was expected, should be guilty of such an act. Either from shame, grief, or remorse, and perhaps all three, the heads will drop on the desks, showing that the reproof has had the desired effect. If scholars feel that a teacher has confidence in them and trusts them, they will try to do right at all times, and it is not necessary to be constantly watching.

It is advisable to throw even primary scholars on their honor and responsibility, and allow them sometimes to open school or conduct exercises without the presence of the teacher.

Stoughton. ANNIE WYMAN.

SELECTED.

THE PANAMA CANAL.

We suppose there is no question that a canal connecting the Atlantic and Pacific oceans is needed, nor any question that it will ultimately, and at no distant day, be built. The question now is, as to the route; and eight routes have been more or less surveyed. The Atrato route was surveyed by Commander Selfridge, in the years 1871 and 1873. The Atrato is supposed to be the fourth largest river in South America. It is a broad, noble river, flowing through an alluvial plain, more than a hundred miles in width, and without rapids or other impediments. From the Atrato, the communication is easy with the Napipi, a river not navigable, but through whose valley a canal could be cut. A series of twenty locks in all, and a four mile tunnel on the highest point on the dividing range, would be required by this route. The canal would be only about twenty-two miles long.

A second route is by the Atrato river, to be connected by canal with the river Tuyra, flowing into Darien harbor. This route requires a canal eighty miles long, a tunnel of half a mile, and two series of locks.

Another is a modification of the last, requiring a canal of fifty miles, with a tunnel of from ten to twelve miles, but no locks.

At the narrowest point of the isthmus, the dividing range is very high, and a very long tunnel would be required to pierce it. The route here was surveyed by Lieutenant Wyse, and is the one upon which M. de Lesseps proposes to operate.

The next is the Nicaraguan route, and finally we have the Tehuantepec route, but as it would require a canal of more than one hundred and twenty miles, and a series of more than a hundred locks to lift vessels over a height of seven hundred feet, it may be considered out of the question.

At present the two main rivals are the Nicaraguan route advocated by Admiral Ammen, and the Panama route by De Lesseps.

The Nicaraguan line is long, one hundred and eighty six miles in all, fifty-eight miles of which, however, would be through the lake itself—a noble sheet of water, forming an inexhaustible reservoir to feed a canal on either side. Further aid to the canal here would be the San Juan river, though whether the rapids which exist in the

river can be successfully overcome — "drowned," as some engineers propose — is a question for professional decision. The elevations by this route — for Lake Nicaragua is one hundred and twenty-nine feet above tide level in the Pacific — would have to be overcome by some twenty locks in the ascent and descent.

It is claimed that this route, though longer, could be used at less expenditure than the Panama route, with its heavy cuttings; that it avoids all the treacherous floods of the Chagres river, while availing itself of the superb water supply of Lake Nicaragua; and that it has natural harbors at its ends, which give it a great advantage over the artificial harbor that must be made at Aspinwall, or the waters of Panama bay.

M. de Lesseps, on the other hand, says, that a canal with locks is not for a moment to be thought of, and declares, from his experience, that not more than twelve vessels can conveniently pass in one day through a canal with locks.

To the unprofessional mind, the level canal would certainly seem to present the best plan. The vessels demanded by modern commerce are enormous. Several are now building which are more than five hundred feet in length. Vessel and cargo together will weigh some ten thousand tons. It is therefore a difficult and dangerous matter to take such enormous masses in safety through a series of locks, to say nothing of the delay.

The canal proposed by M. de Lesseps will be forty-six miles long, and will be level. To traverse the mountain range, which at the isthmus sinks to a comparatively slight elevation, cuttings about seven miles in length will be necessary. These, at the deepest point, will be two hundred and seventy-two feet from the bottom of the canal, about the height of the towers of the East River bridge. These cuttings are now deemed better than the tunnels at first proposed over a part of this route.

The danger from floods in the Chagres river is to be removed by the construction of a dam — a stupendous piece of work by itself, and which it is estimated will cost $20,000,000. It was formerly thought that there was a difference in the level of the two oceans. But this was a popular fallacy. There is, however, a considerable difference in the tide level, the tide in the bay of Panama rising much higher than in the Atlantic. This will be guarded against by a tide lock on the Pacific end of the canal. A breakwater, estimated to cost $2,000,000, will make a safe harbor for shipping on the Atlantic side. A large

estimate for the total cost of the work, including the Chagres dam, the Atlantic breakwater, and the Pacific tide lock, as M. de Lesseps thinks, is $169,000,000. He puts the necessary capital for the work at $120,000,000 — about twice the cost of the Suez canal — and claims that by the time that has been expended vessels may pass from sea to sea, and the canal begin to earn money. He estimates eight years as the time necessary for the completion of the work.

Ferdinand de Lesseps was born at Versailles, November 19, 1805. He is therefore in his seventy-fifth year, and it is a marvel that he is so active, both physically and mentally, and as enthusiastic about embarking in so stupendous an undertaking as if he was thirty years younger. He entered the French diplomatic service when he was scarcely twenty years of age, and for thirty years was at various posts of duty, filling them with usefulness to his country, and with credit to himself. In 1854, having lived for a few years in retirement on his paternal property, on the accession of Said Pasha to the throne of Egypt, De Lesseps took the preliminary steps toward the realization of a great project which he had conceived and studied many years before, while spending forty days in quarantine in Alexandria — that great project that found its successful completion in the Suez canal. The canal was formally opened November 17, 1869. Since the completion of the canal, he has presided over its affairs; but at the same time has given attention to various other engineering projects, such as the building a railroad through Central Asia, and the formation of an inland sea to Algeria. These have, however, not as yet passed the stage of projects. His whole energies are now enlisted in the Panama canal. — *N. Y. School Journal.*

SELF-CONTROL.— Before we can manage and control others, we must first be able to manage and control ourselves. We cannot teach others the way unless we ourselves know the path and the difficulties by actual experience. A writer has well said we can learn of those who have proved by their lives that they are worthy to teach. Only those who are of stauncher material than ordinary mortals, should presume to advise or dare to control. To teach, to guide, is a holy task, demanding an exemplary life. Whoever with unclean hands, or with an unclean soul, dares to enter upon the stern and rigid duties of the teacher, defiles what is pure, and corrupts what is chaste, by his mere presence. Unless our *present* life is a reaching out for what is best and highest, we should not attempt to shape the course o others in their attempt to do right. — *Boston Pilot.*

ARITHMETIC.

The greater part of the first eight or ten years of a child's school life, is spent in studying arithmetic. At the end of that time, he has only mastered what is known as "Practical" or "Common School" arithmetic. Surely there is a mistake somewhere; for he would be considered a stupid scholar indeed who would devote the same number of years to any other study and make no better progress.

Many of our best educators affirm that better work would be accomplished if a child was not allowed to use an arithmetic before he was ten or twelve years old; but all must conform more or less to public opinion, and as long as parents have an idea that all school work is lost unless their boy or girl is studying arithmetic, just so long must the child begin that study when he first enters school.

Much time is lost in teaching the mental and written parts of this study as two distinct branches, as for instance—a child begins with the mental, and studies it until ten or eleven years old, then takes the "written" as though it was an entirely new study. If the "mental" is not entirely neglected, the class is, very likely, in fractions or compound numbers, and in the written arithmetic are first learing to express operations in simple addition, subtraction, multiplication, or division, and when they get to fractions, or compound numbers in this part of their work, they have to learn to write what they expressed orally years before.

Now could not time be saved by teaching the child to express with pencil or crayon just what he is expressing orally in each lesson? When the child is taught to count one, two, three, four, etc., he should be immediately taught to write 1, 2, 3, 4, etc. When he is taught that two marbles, plus four marbles, plus seven marbles, are thirteen marbles, he can very readily be taught to write $2+4+7=13$, and so on with all the operations through the book. And thus the mental and written should always go together, and always with parallel subjects. If separate text-books are used, of course it requires more labor on the part of the teacher and pupil, and less satisfactory results are accomplished than when the two are combined in one book.

In teaching arithmetic, independence in reasoning should be encouraged. When a pupil says: "I got the same answer as John, but I did not work it as he did," ask for his way, and if the reasoning is correct, accept and encourage his explanation. Do not let the pupil have occasion to say, when receiving help at home, "That is not the way the teacher has us say it." If it is a right way, assure him that

it is just the way the teacher wants. Insist upon correct statements, whether written or oral.

In recitation of written work it is much the better test of the pupil's knowledge of his lesson not to allow the book to be used in the class; and instead of giving just the problems in the lesson, give others that they have not seen, but involving the same principles as their assigned lesson. Read the problem to the pupil, and have him write it neatly on the board, placing the solution under it. If the problems are long and time limited, allow the pupils to copy from their books and then, putting away their books, change places, so no one solves the problem he wrote. If the pupil has been accustomed to taking his book to the board and using it for reference, he will be surprised at his inefficiency when thrown upon his own knowledge, but will soon gain in independence, and consider the book a nuisance in solving and explaining a problem.

Much can be said for and against the use of the book in the class in mental arithmetic. When a child is trying to remember a long problem and at the same time follow a course of reasoning, it is no wonder he gets confused. Many an older head would be puzzled to listen to and then repeat some of the long problems in the mental arithmetic, after repeating, to go back to the beginning with, "Since—— etc.," through the solution, and then to the beginning again with, "Therefore, if,—— etc." "But," I hear teachers say, "my pupils will do it and not get puzzled." Yes, I presume they will; mine have done it, but I hope they will never again. Why is it not enough for them to read the problem, if it is long, then give the solution and result clearly, and so have three questions solved instead of one, as when the teacher reads, pupil repeats, explains, and "therefores?"

But a pupil should be taught to follow reasoning when listening, as well as when reading, which of course cannot be done if the book is always in use. And so with the shorter problems, the class may recite without their books; and even with long problems, while one is explaining with book in hand, the class may be taught to follow reasoning by listening, and quickly detect any false statements.

Such are only a few hints for teaching arithmetic. No rules can be made to meet the wants of every class, but a true teacher can make forms and rules as circumstances demand.— *Vt. Watchman.*

THE CHILD learns more by his fourth year, than the philosopher at any subsequent period of his life; he learns to fix an intelligible sign to every outward object and inward emotion, by a gentle impulse, imparted by his lips to the air.— *E. Everett.*

SCHOOL EXPOSITIONS.

As a closing exercise an exposition is by far the most profitable and interesting that the school could possibly offer. It is simply an exhibition of the work done by the pupils during the term. From the first day of school the work has been written out, and preserved with a view to the exposition. In the reading classes, many of the exercises have been preserved; the same in spelling. In arithmetic the problems and solutions, analyses, &c., have been written in a blank book so that each pupil has an arithmetic with the key. In grammar the parsing exercises have all been carefully written and the sentences diagrammed and analyzed. By the way our "Normal Teacher" Parsing Book is just the thing to secure written parsing lessons in good shape for the exposition. In geography each pupil will have his maps and outlines to exhibit. As physiology has been taught by the use of charts and drawings on the blackboard, the teacher can give a very interesting lesson by having pupils step to the charts or diagrams and point out the different parts of the body. History has been taught almost exclusively by essays and outlines, and these will be in good order for the exposition. No subject in a country school should receive more careful attention than letter writing. No school is well taught that does not include it in its course of study. This subject should include letters of all kinds, the drawing of drafts, notes, &c., and all these will come in to swell the work of the exposition. Every teacher should be able to teach music. At the exhibition he can exhibit the musical talent of his pupils by having them sing a few songs which they have learned. If rhetoric has been taught, there will be a good opportunity to have some original productions read. Every teacher can teach Botany and Geology in a country school, or he *should* be able to do so at least. If he does attempt it, let the pupils collect the rocks and flowers, and the teacher can name and analyze them. Have a nice place where all the rocks and flowers can be on exhibition. The teacher who knows anything of philosophy or chemistry, can perform during the term a number of experiments and teach the pupils to do the same. At the exposition the pupils can perform these experiments themselves. And now when the end of your term is at hand there will be no need of hurrying, cramming, forcing, and neglecting regular work to make some sort of closing display. Yet you will have something interesting and improving to the whole neighborhood, which you invite to visit you

on the last day. On the afternoon before, you will have the pupils bring in their stores, and with their assistance you will tack some muslin along one side or end of your school room and under your direction you will all, or such as can be of assistance, fasten in full view the outlines, drawings, the pressed flowers neatly fastened on paper, the pressed ferns and leaves which the children have gathered, and all the various written exercises of both little and big pupils, with the name of the author signed to each, arranging the whole tastefully as you know how. Have a table, likewise covered with muslin, as the clean back ground adds much to the appearance of things, on which to arrange such things as can not be hung. Here may be placed the minerals, various kinds of wood, shells, insects, or any specimens or curiosities which the children have gathered and talked about during the term, the copy books, composition books, &c. It is with no little delight that the children see these trophies of their work arranged and spread out before them, surprised to see what a nice display they make. How emulation and ambition are kindled afresh; how it helps them feel special interest in every exercise they prepare during the term; what a *living* interest it gives to the subjects, compared with what a dry, abstract examination would awaken; what growth it promotes in the space of a term through the work it calls forth, compared with any extraneous entertainment such as the 'exhibition' of our country schools, usually is. The idea of the 'exposition' had its origin in the Normal school, at least we got it there, and having tried it know it to be a most capital one, and wish others to have the benefit of the plans it opens up for raising the plane of school work.—*The Normal Teacher.*

INDUSTRIAL EDUCATION.

Among the causes that have conspired to procure the abandonment of the old system, may first be mentioned the influence of common schools. Quarrel with the fact as we may, it cannot be successfully denied that the influence of common schools has been to unfit those subjected to their processes and social influences for the common employments of life. The lad who has made a successful beginning of the cultivation of his intellect, does not like the idea of getting a living by the skillful use of his muscles, in a mechanical employment. It does not account for everything to say that he gets above it. It is enough that he likes the line of intellectual development in which he finds himself, and has no taste for bodily labor. So he goes further

or, stopping altogether, seeks some light employment demanding his grade of culture, or tries to get his living by his wits. Mechanical employments are passing more and more into the hands of foreigners. Besides there is a conspiracy among society men, all over the country, to keep American boys out of the useful trades; and industrial education is thus under the ban of an outrageous despotism which ought to be put down by the strong hand of the law. It is thus seen that while the common school naturally turns the great multitude of its attendants away from manual employments, those who still feel inclined to enter upon them have no freedom to do so, because a great army of society men stand firmly in the way, overruling employer and employed alike.

The public hardly needs to learn that the result of the indisposition and inability to learn trades among American boys, is about as disastrous as can be imagined. It is found that in the prisons, almost universally, the number of criminals who never learned a trade to those who are skilled workmen, is as six to one. The army of tramps who have infested the country for the last few years, is largely composed of men who have have had no industrial education whatever. These men, who beg at our doors, are mainly men who never learned a trade, and who can handle nothing but a shovel. A New York clergyman, possessing a large family of boys, recently declared from his pulpit that he intended that every lad of his family should learn some mechanical employment, by which, in an emergency, he could get a living. He was right. It is in the emergencies of life — it is when men find themselves helpless and without the power of earning money — that they slip into crime, and become the tenants of prisons and penitentiaries.

So the American people must, sooner or later, be driven to the establishment of industrial schools. To learn how to work skillfully with the hands must become a part of common education. Rich and poor alike should be taught how to work, for it is quite as likely that the rich will become poor as that some of the poor will become rich; and that is, and always must be, a poor education which fails to prepare a man to take care of himself and his dependents in life. We understand what to do with criminals. We confine them and set them to learning a trade, especially the young criminals. The reform schools never leave out the element of manual industry. Why is it not just as legitimate to teach the virtuous how to take care of themselves without crime as it is the vicious. — *Scribner's Magazine.*

ANSWERS TO PHILOSOPHICAL QUESTIONS IN GEOGRAPHY.

1. What would be the effect on the climate of Spain, France, Italy, and Greece, if the Desert of Sahara were turned into a sea?

Ans. A cold wind blowing over water is made much warmer and a warm wind is made cooler. The hot winds that now come from the heated sands of the desert, lying under the tropics, are tempered to mildness by the Mediterranean Sea. Were the desert inundated the air could not become so heated by contact with so good a conductor of heat as the sand, consequently the winds would be cooler and the whole temperature of these countries would be lowered. There being a greater surface of water exposed to the rays of a tropical sun there would be a greater evaportion and consequently the rainfall of these countries would be increased. The climate would, doubtless, be much like that of England to-day, mild and moist. The grape and olive would not flourish as they do now. We would like to hear from some one else on this question. It is one of considerable importance.

2. Why cannot maize be raised in England?

Ans. It will not perfect the seed because it never gets warm enough. It requires a very warm season to ripen Indian corn. England is much farther north than we are, but the climate is tempered by the warm influence of the Gulf Stream, which comes from a tropical region.

3. Why does Quito have such a pleasant climate situated as it is on the equator?

Ans. Because it is elevated about 10,000 feet above the level of the sea. The temperature falls as we ascend above the sea level.

4. Why are California and Ohio great wool and wine producing states?

Ans. Because both sheep and the vine require elevated lands and hillsides in order to flourish. These states being hilly are consequently adapted to these industries.

5. Why do Illinois and Iowa raise so many hogs?

Ans. Because they are great corn producing states, and corn is the cheapest and best food for hogs; and again their market facilities are not so good, and corn instead of being shipped is more profitably fed to hogs.

6. Why is New England a great manufacturing country?

Ans. Because, 1st, it is not well adapted to agriculture and the in-

crease of population requires that new industries furnish occupation to its people; 2nd, it has an abundance of water power, because all the streams running through hilly and broken countries have a greater fall; and 3rd, it being the oldest settled part of the United States, it would be obliged to manufacture the articles used by the newer settled portions, as the inhabitants of the latter must devote their attention to agriculture to get an immediate return for their labor.

7. How can you account for the peculiar dry climate of Colorado?

Ans. Its great elevation above sea level causes the air to be rare, and its being hemmed in by mountains and its distance from the ocean or any large body of water prevents, its having a great rainfall. — *Normal Teacher.*

TEACHING GEOGRAPHY. — The following condensed directions are from the pen of Supt. SWETT, of California:

1. Teach beginners in the primary classes by making them familiar with the local geography of the place in which they live.

2. Next, extend these lessons to the surrounding country, and question pupils about all the places that they have ever seen or visited in their travels.

3. Use the school globe daily for several weeks, teaching your pupils the grand divisions, the oceans, the equator, the poles, etc. Send every pupil by turns to the globe.

4. In using the ordinary school text-books, have the whole lesson read aloud in the class, but require pupils to memorize only the leading facts.

5. With young pupils, require map questions to be read and answered, first, with open book, and afterward from memory.

6. Supplement the text-book lessons with interesting descriptions, given orally, or read from some suitable book, such as Swinton's Elementary Geography, or Miss Hall's Our World.

7. Train pupils on the geography of the state in which they live; then on the section of our country of which their state is a part, and, finally, on the United States as a whole.

8. Do not attempt to burden the minds of the pupils with the details of all the different states as fully as they are given in the text-books. The sensible teacher will omit all that properly belongs to the local geography of states, others than that in which the pupils reside.

9. Do not expect your pupils to know more of a subject than you would know without the use of a book.

10. Select leading facts that ought to be known, and omit minute details that are memorized only to be forgotten in a week.

11. Take frequent reviews on the main outlines of geography.

12. Let pupils associate some idea with the name of every place learned.

13. Short, descriptive compositions about countries will be found exceedingly valuable. — *Nat. Jour. of Ed.*

TEACH TEMPERANCE IN SCHOOL. — What we want to do in our schools, is to do away with the force of a pernicious example and a long cherished error, by making the children thoroughly intelligent on this subject of alcohol. They should be taught the natural effect of alcohol upon the process of animal life; that it can add nothing whatever to the vital forces or to the vital tissues; that it never enters into the elements of structure, and that, in the healthy organism, it is always a burden or disturbing force; that it invariably disturbs the operation of the brain, and that the mind can get nothing from alcohol of help that is to be relied upon; that alcohol inflames the baser passions, blunts the sensibilities, and debases the feelings; that an appetite for drink is certainly developed by those who use it, which is dangerous to life, destructive of health of body and peace of mind, and in millions of instances ruinous to fortune and to all the high interests of the soul; that the crime and pauperism of society flow as naturally from alcohol as any effect whatever naturally flows from its competent cause; that drink is the responsible cause of most of the poverty and want of the world. So long as six hundred million dollars are annually spent for drink in this country, every ounce of which was made by the destruction of bread, and not one ounce of which has ever entered into the sum of national wealth, having nothing to show for its cost but diseased stomachs, degraded homes, destroyed industry, increased pauperism, and aggravated crime, these boys should understand the facts and be able to act upon them in their first responsible conduct.— *Christian Weekly.*

SIR WILLIAM HAMILTON, by a skillful use of dry sand to measure the internal capacity of crania, and after measuring accurately some fifty skulls, has come to the conclusion that the brain of a boy seven or eight years old is, on the average, as large as it ever will be. The skull thickens, and the integuments of the head become thicker and denser as the organism advances towards physical maturity. This gives a larger external measurement of the head, without material alterations in internal capacity.

SPELLING AT QUINCY. — Each Monday morning, the pupils of these grades are reseated, according to the teacher's mark which was on their slates Friday afternoon. This mark is now erased, and they again start on a race for merits and seats.

The words which the teacher finds incorrectly spelled in the dictation exercises on the slates, she puts in a list which she calls her list of *very difficult words.* This list is not a large one, and the words are, for the most, in very common use, such as which, what, etc., etc. They are that class of words with which every teacher has to battle. These words are now again taken through with the most important of the before described methods for fixing their forms in the minds of the pupils, who seem all so very anxious to make them fast this time that one wonders *how they can fail.*

The next method is what is usually termed the daily "Spelling Exercise."

From the teacher's list of "difficult" and "very difficult" words, she pronounces to the class a number of words, which they instantly write upon slips of very heavy paper, about three inches wide and six inches long, ruled at medium distances. These papers are called "Dunton slips," or "Dunton papers," as they were first used by Prof. Dunton, of Boston. When the "slips" are passed to the pupils, they immediately write at the top, first their names, and then the date, the same as though for a letter. When the lesson has been written by the pupils, the "slips" are collected and retained by the teacher. A list is made of the words incorrectly spelled upon the "Dunton papers," and they are embodied in the list of words which are copied or studied each morning from the blackboard.

They are thus studied over and over again, until it would seem that their forms must be indelibly fixed in the minds of the pupils.

At the end of the month there is a trial, or review spelling lesson, by means of the "Dunton slips."

In this exercise, the "*very difficult*" words are used. The per cent. of words correctly spelled is always marked on the "Dunton papers," and from them is made the "per cent." of proficiency in spelling. It is readily seen that after such a sifting process as this, there are very few words carried from one month to another. The more I observe and study, the more do I admire and appreciate the combination of methods for teaching the forms of words. Of all the many good things which I see here, this seems one of the easiest to introduce into any school. — *N. Y. School Journal.*

ORIGIN OF THE DESERT OF SAHARA.—A. M. Largeau in 1874 visited the valley of the Igharghar, with the intention of branching off to Rhadames to study the commerce of that oasis, and test the practicability of diverting to Algeria the caravans that come there by the central route from Soodan. He questioned the *chambas* on the causes of the drying of the great Saharan streams, and found that all agreed in saying that these dead rivers once ran full through a country more fertile than the Tell (the region north of the Atlas Mountain's crest), but could only explain it by legends more interesting than satisfactory.

M. Largeau gives the following explanation of the change: "It is known that pastoral people have always been great destroyers of forests, for they need large spaces of ground to feed the flocks that form their wealth, and to promote security against the wild beasts that lurk in forests. Even now the Algerian Arabs are seen firing the woods to enlarge the narrow limits imposed upon them by colonization. So, although the great Saharan streams have not been explored to their sources, yet it is known that they commence on the bare plateaux that are but the skeletons of heights once wooded and fertile. All accounts of the inhabitants of these regions agree on that point. Consequent upon the destruction of the forests, the periodical rains were replaced by rare and short, though violent storms, the waters from which, instead of soaking in as in past ages, slip by on the rocky masses, carrying away the rich surface mold, and bring about the drying of the springs, and, as a direct consequence, of the rivers."—*Popular Science Monthly.*

SPELLING REFORM.—Dr. J. A. H. Murray, President of the Philological Society, writing to a member of the English Spelling Reform Association, says: "As to practical measures, I strongly approve of gradual steps. If spelling reformers will agree on a list of immediate changes, and pledge themselves to use them *whenever they can*, I will join them in doing so. If some hundreds of men will do this, it cannot be laughed down. I would have a list drawn up of words on which there would be a general agreement, excluding for the present *all* doubtful words, but including all those like *hav*, *giv*, *catalog*, *tung*, *det*, *dout*, *coud*, *soverin*, *lovd*, *prest*, *deckt*, whose superfluous letters are both *unphonetic* and *unhistoric*, in order to make a beginning, and in fact to make the matter a practical one, so that people would be forced to say, 'Some people spell this word so and so: I think theirs is a better way.'"

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

DISTRICTS — POWERS OF TOWN BOARD.

Q. If a town board forms a new district out of part of a joint district, the other town board taking no part, and such district proceeds to organize and vote taxes, is it a district *de facto*, and must the town clerk assess the taxes returned to him, if the action of the town board is not set aside?

A. The order, in its very description of the district, would, if correct, show upon its face that it was an illegal order, and invalid, and the town clerk would be sustained in declining to recognize the district and to assess the taxes. But if he does not so decline, and no issue is taken by anybody, at the end of two years the illegality as to the formation of the district is cured, under section 416.

Q. If a town board refuses to set off a new district, may it order the school-house site to be changed, to better accommodate those asking the new district?

A. It has no such power. It might recommend such action if it saw fit.

Q. If a new district is formed, and, in making award of the proportion of the value of the property due the district, the money on hand is overlooked, and before they meet again to finish the award a new assessment roll comes in, how are the board to proceed?

A. It would be proper to finish upon the same basis upon which they began.

DISTRICT OFFICERS.

Q. If the director approves the treasurer's bond, within ten days, but the clerk does not, because absent, does the office become vacant?

A, If the treasurer uses due diligence to have the bond approved by the clerk, on his return, that will suffice. If he neglects the matter, after the clerk's return, the office must be considered as vacated.

Q. The clerk draws orders, and the treasurer pays them; some time after, I am asked to countersign them; what am I to do?

A. The treasurer is not authorized to pay an order until countersigned. Tell him so, and let him understand that he becomes liable on his bond, for not discharging the duties of his office "faithfully." You are quite justified in refusing to become party to such irregular transactions.

EDUCATIONAL NEWS.

THE FOLLOWING COMMUNICATION has been received from Houston, Texas, and presents the condition of public education in that State:

Our State, though possessing abundant means therefor, is at present without any system of public schools worthy of the name. There is also, on the part of a considerable portion of our people, a decided opposition to a sufficient taxation for school purposes. The more intelligent classes, however, are making an earnest effort to overcome this opposition and procure the adoption of such measures as will place us, in this particular, among the more advanced States. Our present executive and legislature are in a measure hostile to this movement. The school question will be the most important issue at our next State election, and it is very desirable that, in the mean time, every available means shall be used to influence the popular mind in the right direction. The *Evening Post* of this city is working earnestly for the cause; and, at the request of its editor, I have consented to prepare for him a series of papers upon the subject, and for that purpose I desire to obtain all the data possible. Will you therefore kindly furnish me such information as you conveniently can concerning the condition of the public schools of your State?

WE referred in the March number of the JOURNAL OF EDUCATION to the arrangements which the State Agricultural Society had made for an exhibit of the pupils' work in our public schools, and of specimens in natural history, at the next State Fair. Below is found the scheme for the exhibit, which this society has prepared The State Fair this year will be held at Madison, and will occupy four days, from the 6th to the 10th of September next. It is desired that a large number of our schools shall participate in this enterprise. The secretary of the society is Gen. Geo. E. Bryant, Madison.

DEPARTMENT K—Education and Natural History.

Superintendent—JOHN S. DORE, Neillsville.

1. All written work from any school (or department of any graded school), shall be with pen and ink, on heavy flat cap paper, and the paper must be of uniform size, 8x11 inches, with half inch added for binding, and securely bound, with a title page, giving name of the school, number of the district, name of the town, post office and county; also the number of pupils belonging to the school, and the number whose work is exhibited. The name of the teacher or teachers, if not on the exhibit, must be furnished to the Secretary at the time the entry is made.

2. Each paper should state in the pupil's handwriting, the name of the pupil, the age in years, date when the work was done, time of pursuing the study, and such other items as may be considered necessary to a just estimation of the work.

3. In all competition for premiums, by schools, the work of at least 40 per cent. of the pupils must be exhibited.

4. Schools in all portions of the State are earnestly solicited to send in such specimens of work as have been done by the pupils during the past school year.

5. Ample space will be provided for the exhibition of Educational Literature, Text-Books, School Furniture, Fittings, and all appliances and apparatus for illustration, instruction, and training.

No premiums will be given for such articles; but a competent committee will be appointed to examine all the exhibits and carefully note and report such points of excellence and superiority as shall meet their approval, which report shall be published in the volume of transactions of this society.

Class 52.

Best Drawing Plans and Specifications for Country District School-House — Methods of heating and ventilating, furniture and apparatus all complete, Silver Plate $10

Class 53—High School Exhibit.

Best general display of work .....Sil. Pl. $5
Second best .....Sil. Pl. 3
To the high school pupil for best exhibit of work in the several branches, including an essay. ....Sil. Pl. 5
Second best ... .Sil. Pl. 3

Class 54—Graded School Exhibit.

(Including the work of each grade.)

Best Display of Final Examination Papers ....Sil. Pl. $5
Second best ....Sil. Pl. 3

Class 55 -- Rural District School.

Best exhibit of Spelling	Sil. Pl.	$5
Second best	Sil. Pl.	3
Best specimen of Penmanship	Sil. Pl.	5
Second best	Sil. Pl.	3
Best specimen of Drawing	Sil. Pl.	5
Second best	Sil. Pl.	3
Best work in Arithmetic	Sil. Pl.	5
Second best	Sil. Pl.	3
Best work in Geography	Sil. Pl.	5
Second best	Sil. Pl.	3
Best work in Natural History	Sil. Pl.	5
Second best	Sil. Pl.	3
Best Essays	Sil. Pl.	5
Second best	Sil. Pl.	3
To the common Rural District School Pupil, never having attended any higher school — for best exhibit of work in all of above branches	Sil. Pl.	5
Second best	Sil. Pl.	3

Class 56 -- Primary Department.

Best exhibit in spelling	Sil. Pl.	$5 00
Second best	Sil. Pl.	3 00
Best specimen penmanship	Sil. Pl.	5 00
Second best	Sil. Pl.	3 00
Best specimen drawing	Sil. Pl.	5 00
Second best	Sil. Pl.	3 00
Best work in arithmetic	Sil. Pl.	5 00
Second best	Sil. Pl.	3 00
Best compositions	Sil. Pl.	5 00
Second best	Sil. Pl.	3 00
Best exhibit by primary school		Diploma

Class 57.

Best essay by any pupil under 16 years of age	Silver Plate	$5 00
Best essay by any pupil between 16 and 18 years of age	Silver Plate	5 00
Best thesis on United States, State, County and Municipal Governments, as provided for in the constitutions of United States and State of Wisconsin	Silver Plate	5 00

Class 58.

To the county or city superintendent exhibiting best list of examination questions for first grade certificate	Diploma
Same, for second grade	Diploma
Same for third grade	Diploma

Superintendents are cordially invited to place on exhibition a complete file of all examination questions, programmes of recitations and study, reports, circulars, or other matter of general interest which they have issued or used during the past year.

Class 59 -- Natural History.

All specimens shown in this class must have the name (scientific and common) accurately attached. In any case where the name is not known to the exhibitor, the superintendent, or some expert of his appointment, will aid in the proper classification of such object.

Best collection of Wisconsin iron ores	Diploma
Best collection of Wisconsin lead ores	Diploma
Best collection of Wisconsin zinc ores	Diploma
Best collection of the copper ores of Wisconsin	Diploma
Best collection of the building stones of Wisconsin	Diploma
Best collection of Wisconsin clays for brick, with samples of the manufacture	Diploma
Best samples of clay for paint, with the manufactured products	Diploma
Best samples of Wisconsin roofing slate	Diploma
Best collection of Wisconsin marls and other natural fertilizers	Diploma
Best collection of the peats of Wisconsin	Diploma
Best collection illustrating the botany of Wisconsin	$5 00
Best collection of the woods of Wisconsin	Diploma
Best collection of the economic minerals of Wisconsin, made for the society	Diploma
Best collection illustrating the birds of Wisconsin	$5 00
Best collection of the insects of Wisconsin	5 00
Best collection of shells, illustrating the conchology of Wisconsin, not less than fifty specimens	Diploma
Best display of minerals	Grand Silver Medal
Best exhibition of live fish artificially reared	$5 00

PROF. W. H. BEACH, the President of the State Teachers' Association, writes under date of April 27th: "Please announce in the May number of the JOURNAL OF EDUCATION, that the Association will meet at Madison, the 6th, 7th, and 8th days of July. I have heard from a majority of the Executive Committee, and they favor meeting at that place."

He further says, "Not enough persons were sure of taking the proposed trip on the Lakes to justify the attempt to hold the sessions of the Association there. The same terms are offered to those who wish to participate in such an excursion, and steamers will leave Chicago for Lake Superior, July 9th and 13th, and touching Milwaukee on the following days. For more than one hundred persons, the fare will be $30 each; and for more than fifty, $35 each.

Prof. Beach is in hopes of being able to announce a trip to the Dells of the Wisconsin. The Washburn Observatory will be opened at least one evening during the meeting of the Association for the benefit of the teachers.

Programme of Superintendents' Convention.

(In connection with Wisconsin Teachers' Association.)

Wednesday afternoon, July 7, 1880.

2:00. Organization and Roll Call.
2:15. Address — Hon. W. C. Whitford.
2:45. Proper Tests in Teachers' Examinations and how exercised — Supt. M. S. Frawley.
3:30. Teachers' Libraries — Supt. D. D. Parsons.
4:15. Superintendents' duty and action toward the Course of Study for Ungraded Schools — Supt. Agnes Hosford.

J. T. LUNN,
Chairman of Committee.

JANSON, MCCLURG & CO., 117 and 119 State Street, Chicago, write that they are ready to deliver copies of "Gill's School Management" to the superintendents and teachers of this state, who desire to obtain the work.

It will be remembered that this book has been selected by the Institute Conductors as the standard of professional instruction, to be presented in the institutes this year. As we announced in previous numbers of the JOURNAL OF EDUCATION, the work will be sent by mail post-paid on receipt of the cash, with the orders, as follows: for a single copy, $1.00; for twenty-five copies, 90 cents each; for 100 copies, 80 cents each.

THE EXECUTIVE COMMITTEE of the County and City Superintendents, as will be seen above, have prepared the programme of the Convention to be held in connection with the Annual Meeting of the State Teachers' Association, the second week in July, at Madison. This convention should be largely attended, and the discussion should take up those questions just now of most practical interest in the management of our public schools. There has never been a time in the history of the schools in this State, when such a meeting can be made more profitable.

THE ANNUAL MEETING of the Institute Conductors will be held, in all probability, on Monday and Tuesday, July 5th and 6th, at Madison, in connection with the session of the State Teachers' Association. It promises to be a most interesting occasion.

HIS EXCELLENCY, GOV. SMITH, was occupied nearly two weeks last month at Washington, in presenting before the Interior Department the claims of Wisconsin, growing out of the swamp land grant of 1850. The result of his mission is that a basis of adjustment has been agreed upon, which will result in securing to the State, at no distant day, a large amount of land, and a very considerable sum of money. In this settlement, the Normal School work has a decided interest, as one-half of the avails of the swamp land grant has, for some years, been added to its fund.

EDITORIAL.

A COMPARISON OF THE EDUCATIONAL STATISTICS of Wisconsin with those of Massachusetts for 1879, furnishes a few items worthy of careful study. In some respects, our State can be congratulated for the progress which it has made in the forty-three years of its history as a Territory and a State, in establishing the public school system; and in other respects, it has important lessons yet to learn from the Bay State, where this system has been tested for two hundred and thirty-seven years. As a basis for this comparison, we give the population of these States in 1875,—that of Massachusetts being 1,651,912, and that of Wisconsin, 1,236,729. Without doubt, the number of inhabitants has increased, the past four years, more rapidly in the latter State than in the former.

The following is the table of the comparative statistics:

DESCRIPTION.	MASSACHUSETTS.	WISCONSIN.
Number of public schools	5,558	5,735
Number of children in 1878 between the ages of 5 and 15 years in Massachusetts, and between 4 and 15 years in Wisconsin	303,836	201,645
Number of pupils of all ages in the public schools during 1879	311,528	293,286
Number of pupils over 15 years of age attending these schools in 1878	27,404	95,957
Number of private schools in 1879	378	518
Number of pupils in attendance upon these schools	15,168	25,847
Number of children in the charitable and reformatory schools	1,230	1,615
Number of State Normal Schools	5	4
Number of pupils attending these schools	881	1,808
Number of incorporated academies reporting	56	5
Number of pupils reported in attendance upon these academies, and the preparatory departments of colleges	8,662	1,219
Aggregate number of pupils attending the different schools above mentioned	337,469	323,770
Percentage of attendance of the children in 1878 upon the public schools, between the ages of 5 and 15 years in Massachusetts, and between 4 and 15 years in Wisconsin	92.8	69.8
Average length of public schools, in days, during 1879	175	153.8
Number of different teachers employed in the public schools	8,749	9,875
Average wages of male teachers per month	$67 44	$51 89
Average wages of female teachers per month	33 50	28 42
Income of school fund	139,817 57	188,702 98
Amount raised by taxes for the support of public schools	4,103,851 65	1,869,258 86
Total valuation of all taxable property	1,529,521,014 00	406,303,185 00
Percentage of the valuation of this property raised by taxes for public schools, in mills	2.72	4.58
Expenses of superintendence of public schools	$158,553 83	$35,174 00
Amount of school fund	2,075,540 37	2,713,992 55
Aggregate amount expended to maintain public schools	4,934,821 41	2,207,907 15
Cost per pupil attending public schools	13 90	7 44
Aggregate tuition paid in the academies reporting	300,698 59	6,874 00
Number of high schools reporting	216	88
Number of teachers in these schools	595	196
Number of pupils in these schools	19,311	6,693
Amount of salaries paid to the principals of these schools in Massachusetts; and to all the teachers of those in Wisconsin	$271,789 36	$119,093 15
Number of teachers' institutes	11	64
Whole number of days these institutes were held	22	508
Number of members enrolled in these institutes	10 08	5,126
Cost of these institutes to the State	$1,012 17	$6,930 53

As judged from this comparison with the highest model in this country, our State has made the greatest advancement in its educational system in the following points: (1) The organization of a sufficient number of elementary public schools in proportion to the number of inhabitants; (2) The attention given to

providing careful and competent instruction in the common branches in these schools; (3) Securing the attendance of youth over fifteen years of age upon the public schools; (4) The excellent facilities for the instruction of the unfortunate and the incorrigible children in the charitable and reformatory schools; (5) The professional training of teachers in the normal schools and the institutes; (6) The number of persons attracted to the work of teaching; (7) The amount of taxes raised on the aggregate valuation of property, for the support of the public schools; (8) The completion of our school system by adding to it the State University.

In the following respects, our State should direct its efforts more earnestly and more wisely to improve its system of public instruction:

1. To increase the stated attendance of children under fifteen years of age upon the schools,—those under seven years upon kindergarten and improved primary departments, and those over seven upon the higher elementary schools. In the next five years, this attendance should be augmented at least twenty per cent., to equal what it is now in Massachusetts, and to secure the advantages of an early education to the largest number of the future citizens of Wisconsin.

2. To provide a greater number of schools in which secondary instruction may be imparted. While our State reported last year only five incorporated academies in operation, there were probably at least fifteen others in session. Massachusetts returned then, sixty-six such institutions. Here, eighty-eight high schools established under the law, with the probable addition of eighteen others now performing the same work, furnished facilities for an education in the secondary or academic studies; and there, two hundred and sixteen such schools were sustained at the public expense. Here, 9,912 pupils were enrolled last year in the high schools, the academies, and the preparatory departments of the colleges, such as reported; and there, 27,973 pupils were enrolled in the high schools and the academies. As soon as the means can be provided, our State should triple the number of its high schools. To aid in reaching this end, the township system should be adopted throughout the State.

3. The average length of the sessions of our public schools should be increased at least one month in the year. This can be best effected by maintaining, in the country districts and small villages, a fall term of two or three months, in addition to a three months' term in the winter, and a three months' term in the spring and early summer.

4. The better qualified teachers should remain longer in their work. As many as possible should be induced to make teaching their profession for life. As conducive to this end, the wages of teachers should be raised, their positions should less often be changed at the end of each term or each year, and a greater number of those poorly fitted for teaching should be refused certificates.

5. The supervision of the public schools should be rendered more effective by increasing the number of county and city superintendents, and by selecting only those with special qualifications for the position. As to the county superintendents, no one, even when he devotes all his time to the position, can properly examine and license the teachers, and adequately inspect and control their work in a district with more than fifty schools. This fact should be clearly apprehended in most of the counties in the State. The cost of supervising the schools in Massachusetts, it will be seen, was last year nearly threefold what it was in

Wisconsin. Almost solely to this agency are due the high standing and the marked improvement, in the past few years, of the instruction given in the public schools of the former State.

WE CALL the attention of the readers of the JOURNAL OF EDUCATION to Prof. Salisbury's article in this number on "The Louisiana Purchase." He has devoted much time to the investigation of this subject, and has had access to the most reliable works relating to it. Elsewhere, and especially in California, this subject has recently been attracting considerable notice. Prof. Anderson, the historian, has been publishing a few papers which cover portions of the same ground. The conclusions to which Prof. Salisbury arrives in his investigations, which have been entirely independent, appear to us to be completely established by the facts presented by him.

The following errors, in the typography of the article, we are sorry to say escaped correction: Page 191, near bottom, *Mauchac* should be *Manchac;* p. 192, line 3, *by* should be omitted; p. 193, l. 4, *Greenbow's* should be *Greenhow's*, and on last line, *in* should be *on;* pp. 193–4, an *i* is sometimes omitted in Louisiana; p. 194, an *e* is omitted in Gazetteer; *Perdide* should be *Perdido; a* should be omitted before compromise, and *clean*, last line but one, should be clear.

SINCE this is the year in which the national census is taken, it is desirable to obtain very full and reliable statistics of all our schools — public, private, charitable, academic, and collegiate — for the next Annual Report of the State Superintendent. Information should be sought, not only on the items usually included in the returns from these schools, but on others quite as valuable, so that the actual condition of all our educational movements may be ascertained, and statistics may be furnished for a more adequate comparison with the school work performed in other States. Already has the Commissioner of the Census, Gen. F. A. Walker, made preliminary arrangements with the State Superintendent to collect for him the desired statistics from the private schools of Wisconsin. The latter officer is now revising and enlarging the usual blanks sent to the district clerks, town clerks, and county and city superintendents, for the next yearly reports made to his Department. There is no doubt but that he will be promptly aided by all these officers, in securing the most complete and accurate returns ever received from our schools.

NEW PUBLICATIONS.

WE HAVE RECEIVED FROM T. C. DUNCAN, M. D., of Chicago, several works published by him in the interest of the Homœopathic system of medicine. Among them is the *Medical Investigator*, a monthly journal edited by him with distinguished ability. This periodical must be indispensable to those practicing the system it advocates. He sends two other works embracing his lectures upon "How to Feed Children to Prevent Sickness," and "How to be Plump." The former is addressed to the Mothers of Chicago, and contains most valuable suggestions on a subject which the doctor has studied with conscientious care.

The latter furnishes well-considered instruction on "physiological feeding." The work treats of these subjects, in seven chapters: How I became plump; Leanness a disease; The healthy or physiological standard; The importance of water; The value of fat; The necessity for starchy foods and sweets; and How to become plump. The doctor also publishes a work on "The Nurse; or Hints on the Care of the Sick," by Chas. T. Harris, M. D., a physician of large experience.

ELEMENTARY LESSONS IN THE ENGLISH LANGUAGE. This work, which contains nearly two hundred pages, is written as the conjoint work of Prof. W. D. Whitney, of Yale College, and Mrs. N. L. Knox, a lady of successful experience in both normal and primary teaching. It is designed for the use of both the home and the school. It is published by Ginn & Heath, of Boston. The book embraces the first part, and contains no technical grammar. It treats of the subject "How to speak and write correctly." It is prepared for children, learning to use the language with accuracy and force. It is to be followed by part second, which furnishes an introduction to the Essentials of English Grammar, prepared by Prof. Whitney. The work is most admirably adapted to the needs of the pupils studying language lessons in our elementary schools.

FOUR LECTURES ON EARLY CHILD CULTURE. These were written by Prof. W. N. Hailman, now in charge of a kindergarten training school at Detroit, and have been published in a pamphlet form by Carl Doerflinger, of Milwaukee. They discuss the following subjects: Laws of childhood; The soul of Froebel's Gifts; The Specific Use of the Kindergarten; and The Kindergarten — a School for Mothers. The purpose of this work is indicated by these topics. The discussions here presented show a masterly grasp of the principles which are accepted by many advocates of the Kindergarten. The philosophy of materialism which is expressed here and there in the lectures, we unhesitatingly denounce. Apart from this, and the occasional obsure and stilted clauses, the lectures will repay a careful study, and deserve to be heartily endorsed.

THE "FONETIC TEACHER," edited by Prof. T. R. Vickroy, 1117 North 25th street, St. Louis, Mo., reaches us every month. It is an eight page sheet, sent to subscribers for *fifty* cents a copy per year, is printed in the alphabet and spelling adopted by the Spelling Reform Association, and is the organ of its committee on publication. It is ably edited, contains the latest information on this reform, and discusses the principles and methods to be employed in securing the desirable changes in the present system of spelling our language.

S. C. GRIGGS & CO., of Chicago, have published, in beautiful form, the First Three Books of Homer's Iliad, with notes, by Jas. B. Boise, Ph. D. This will be a great convenience, and a saving, withal, where no more of the text of Homer is required. They will continue to publish the First Six Books of the Iliad, by Dr. Boise, as heretofore.

IN THE NORTH AMERICAN REVIEW for May, ex-Judge Jere. S. Black continues the very interesting series of papers on the Third Term Question, begun in the February number. His article is entitled "Gen. Grant and Strong Government," and its purpose is to show, first, that the limitation of tenure of office in the Presidency to two terms is a fundamental principle of our republican

form of government; and, secondly, that not only does disregard of that principle threaten the permanency of republican institutions, but that Grant's third candidacy is actually a plot to revolutionize the republic and introduce monarchy. Mr. Leslie Stephen writes of "The Religion of all Sensible men," and speculates on the prospect of that religion displacing the present creeds of the multitude. George Ticknor Curtis continues his series of articles on "McClellan's Last Service to the Republic." These papers are especially valuable on account of the large number of hitherto unpublished documents which they contain. Mr. Francis H. Underwood contributes an essay on R. W. Emerson and his writings; and an anonymous writer labors to show that the United States Government cannot, consistently with the Monroe Doctrine, permit the construction of an American Isthmian Canal, unless the same shall be controlled solely by cis-Atlantic Governments. The notices of New Books are by Mr. Axel. Gustafson. The review is sold by booksellers and newsdealers generally.

SCRIBNER'S MONTHLY. The May number of this magazine is not inferior to any of its predecessors. It is profusely illustrated,—with seventy-five woodcuts, executed in the highest style of the art. A portrait of Edgar Allan Poe is presented, with a discriminating and yet appreciative article by E. C. Stedman, on the poet's life and works. The more substantial papers, though somewhat brief, are on the "Economic Defects in Christian Missions," and "Congress, and International Copyright." The editor notices, with just praise, Prof. Anderson's "Younger Edda," and closes his review with the statement that he "has shown tact and skill, not only in his omissions of unessential and more difficult portions of the Edda, but also in his rendering of the often intricate and obscure phraseology. He never fails to find either the exact or the approximate equivalent for the Icelandic idiom or figure of speech."

HARPER'S MONTHLY. Apart from the Editor's Easy Chair, and his Literary Record in the May number of this periodical, we are most interested in the articles—superbly illustrated—on "The Red River of the North," "Old Catskill," and "The Metropolitan Museum of Art," in New York.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

The Geneva Award bill, providing for the disbursement of the unexpened balance of the money received from England, has been killed in the Senate. The effect of this action is to leave the money still in the United States treasury.

The public debt was diminished nearly $15,000,000 during the month of March. The total amount of the debt, less cash in the treasury, April 1, was $1,980,392,824. The amount of cash in the treasury was $201,106,983. During the month of April, the debt was still further diminished by $12,000,000.

Public attention for the past few weeks has been somewhat occupied with the outrage committed upon young Whittaker, a colored cadet at West Point. He was found in his room, securely bound, and with both ears slit. Gen. Schofield, in command of the Academy, proposed the theory that Whittaker's injuries were self-inflicted. A court of inquiry is now sitting on the case, but there is

an evident disposition on the part of the authorities of the Academy to prevent the detection of the offenders. The editor of this department is one of those who think that if such villainies cannot be prevented at a National institution like West Point, the sooner the concern is closed up the better.

The month of April has been prolific in cyclones. That of April 18th is thought to have been one of the most wide-sweeping and disastrous on record. It seems to have first descended to the earth in Ozark county, Arkansas, traveling thence in a north-easterly direction, destroying in its course the villages of El Paso and Fayetteville, in Arkansas, with Licking, Barrettsville, and Marshfield, in Missouri, and inflicting serious damage on several other towns. In Marshfield alone, nearly one hundred lives were lost. It was felt at various points in Illinois, and in Rock county, in this state, where some damage was done, and finally died away in the vicinity of Manitowoc.

THE MONTH ABROAD.

The great event abroad has been the result of the English elections, which were already in progress at our last writing. They are not yet entirely completed, as they are not held in all places at the same time. The result is a victory for the Liberals far more decisive than they had dared to expect, as they have a clear majority in the House of Commons over both the Conservatives and the Irish Home-Rulers, a third party which—like the Greenback faction in our Lower House—vainly strives to hold the balance of power in legislation.

The Beaconsfield (Disraeli) Cabinet has resigned, and Gladstone is again Prime Minister of Great Britain. Earl Granville succeeds Lord Salisbury as Minister of Foreign Affairs. John Bright has a place in the new cabinet.

This remarkable revolution in English politics is likely to lead to results of the greatest interest and importance to the whole world. The policy of England in Africa and Afghanistan, and its attitude towards Turkey and Russia, are almost certain to be radically changed. The sympathies of all Americans will be strongly with the Gladstone government as against the "Jingo" policy so signally rebuked at the polls.

A notable event in a scientific way is the return to Stockholm of Prof. Nordenskjöld, who has just successfully completed the circumnavigation of Europe and Asia. Leaving Norway, he passed around the North Cape through the Sea of Kara, past the mouths of the Siberian rivers, Obi, Jenisei, and Lena, and through Behring's Straits, returning by way of the Suez Canal. Take down your atlas, teachers, and trace this novel voyage. The expedition was made with a view to test the possibility of navigating the Arctic Ocean and opening up Siberia to commerce by means of its great rivers.

THE FRENCH REPUBLIC.

In the Institute Syllabus for 1880, one of the topics in United States History is, "*How came this government to be a Federal Republic?*"

To very many teachers—judging from the spring institutes—the question is a novel one. They know of no difference between republics. Is not a republic a republic? is their thought.

The United States is, historically at least, a good type of the federal republic, the very essence of federalism being embodied in our national motto, *e pluribus unum*. The French Republic, on the other hand, furnishes an equally good example of the non-federal or *centralized* republic. How many teachers in Wisconsin — college professors and all — can give any definite account of the present organization of the French government? But few, it is to be feared. The following facts, gathered with some difficulty, will, therefore, be found welcome, no doubt.

THE THIRD REPUBLIC, as it is sometimes called, was proclaimed September 4, 1870, immediately after the surrender of Napoleon III at Sedan. At the close of 1872, the supreme power was vested in the National Assembly, but the constitution did not become definitely settled until 1875. By law of February 25, 1875, the National Assembly consists of two bodies, the Senate and the Chamber of Deputies. The Chamber of Deputies, now consisting of 532 members, is elected by universal suffrage. The Senate has 300 members, one-fourth of whom (75) are elected for life by the National Assembly; the remaining 225 are elected for nine years (75 every third year) by the "departments" and colonies.

As stated, the National Assembly has supreme power; but it has vested the executive power in a President of the Republic and a Ministry, or Cabinet. The legislative power it retains for itself, and the laws are promulgated by the President of the Assembly.

The President of the Republic is elected for seven years by joint assembly of the Senate and Deputies. He is responsible to the Assembly (but for treason only) and may join in debate if he so choose. He may dissolve the Chamber of Deputies by advice of the Senate, thus calling for a new election of Deputies. He appoints judges, commands the forces, settles treaties, and appoints all government officers. This last prerogative gives him an immense power in the country at large.

He is assisted by nine Ministers of State, who are directly responsible to the Assembly for the conduct of the government. There is also a Council of State presided over by the Minister of Justice, and consisting of 43 members, 15 of these being chosen by the President, and 28 by the Assembly. The duties of the Council are to advise the President on certain points of law and administration, and to serve as a tribunal of causes or complaints against officers of the government.

France is *divided into* (not made up of) 86 Departments, and subdivided into 362 Arrondissements, 2,865 Cantons, and 35,985 Communes, which correspond somewhat to our towns. In each Department is a Préfet, appointed by the President of the Republic on nomination of the Minister of the Interior.

The Préfet is the agent of the general government, and is the principal instrument of centralization in the state, having control of the police, the collection of taxes, etc. Each Arrondissement has a Sub-Préfet. The Commune is the administrative unit in France. Each one has its *Maire* (Mayor) and Municipal Council.

Each Arrondissement sends to the national Chamber of Deputies one member for each 100,000, or additional fraction thereof, of population. The Senators, except the 75 life-senators, are chosen by special bodies formed for the purpose in

each department or colony from Deputies, Councillors, and delegates from the Municipal Councils of the Communes.

French politics is somewhat confusing to Americans, from the fact that there is in France, as in Germany, no division into two great opposing parties, such as is always found in England and the United States. It is true that there is a general grouping into Republicans and the Reaction, or Opposition; but in neither of these groups is there much of unity or cohesion. The Republicans are broken into factions known in the Assembly as the Left, Left Centre, and the Extreme Left, the last being sometimes denominated the Reds. The Reactionary factions are the Imperialists, or Bonapartists; the Legitimists, or straight Bourbons; and the Orleanists.

The population of France in 1876 was 36,905,788, on an area of only 204,147 square miles. It has thus a population nearly equal to that of the United States in a territory less than four times that of Wisconsin. It is as if all our people east of the Rocky Mountains were crowded into Michigan, Wisconsin, Illinois, and Indiana.

The Presidents of the French Republic have been M. Adolphe Thiers (deceased), Marshal MacMahon (resigned), and M. Jules Grévy, now in office. The real leader of the Republicans is M. Gambetta, President of the Chamber of Deputies, a Jew.

NOTES.

All who are seeking positions as teachers for next year, should send a postal card for the circular of the Western Bureau of Education. No advance fee is charged. Address, W. L. Klein & Co., Chicago.

Prof. Salisbury writes: "I had a very fine institute at Fort Atkinson — 97 enrolled."

Mr. Brier, principal at Plymouth, writes us that Harry Mellen, one of the graduating class, during his attendance for the last three years, in going through the course, has walked a distance of over 3,000 miles, and during that time has never been absent, and only once tardy.

The State Superintendent has selected the time for the next annual examination of teachers for state certificates. It begins August 10th next, and runs through four days. The law fixes the place of the examination in the capitol, at Madison. It will be held in the Senate chamber.

The Legislature of California have voted $100,000 for the purpose of re-erecting the Normal School building at San Jose, which was burned last winter. It is proposed to devote an additional $50,000 to establish a branch Normal School at Los Angeles, a place 450 miles from San Jose.

The institute at Pine River, Waushara county, enrolled, the two weeks Prof. Graham had charge of it, 84 members.

Of the 130 convicts committed the past year to the State prison, at Waupun, 17 could neither read nor write, and 9 could read but not write.

State Supt. Gilmore, of New York, has recently been honored by an election the third time to his present position, by the Legislature of that State. The term of office extends through three years.

Mr. A. L. Wade, one of the best county superintendents in West Virginia, recommends that teachers' salaries be made to depend partly on success in promoting full and regular attendance of children within their respective districts.

In Illinois, 122 institutes were held last year, in eighty-nine counties. They were in session an average of nine days each, with an average attendance of forty-seven each; and cost in all, $10,406.71. This expense was borne by the members in attendance, with the exception of $140, paid by county superintendents, and $566.85 appropriated by county boards. The number in attendance was less than twenty-five per cent. of the teachers employed in the public schools the preceding year.

REV. A. O. WRIGHT, of FOX Lake, has been elected the Secretary of the State Board of Charities and Reform, with a salary of $1,500 per year.

PROF. HENRY JANE, of Shullsburg, has accepted the position of principal of the graded school of Georgetown, Colorado, and left for his new home the last week in March.

SUPT. WEST, of Rock county, thinks that the work done in the institutes this year "better adapted to meet the wants of his teachers" than any before presented to them.

SUPT. DORE, of Clark county, writes, in reference to the institute at Unity: "It is regarded by myself as the best one I have yet had—not the largest, but the most useful to those present."

UNDER the operation of the compulsory education law in Massachusetts, the average attendance of pupils upon the public schools has increased 4.33 per cent. in the past three years.

FROM the latest statistics, it appears tha in Michigan only twelve per cent. of the number of teachers employed in the public schools, attend the yearly institutes held in that state; in Kansas and Pennsylvania, sixty; in Indiana, over ninety; in New York, nearly eighty; in Massachusetts nearly thirteen; and in Ohio, fifty-three.

A CORRESPONDENT from Winona, Minn., published in the *Inter Ocean* last March, an article in which he grossly accused the teachers of the Normal School at that place of overworking the students in their examinations to such a degree as to injure their health, and in one instance, to cause the death of a young man attending the school. The charges in the article are founded upon a letter which a mother of a young girl in the school wrote to a paper published at Winona. On learning her mistakes as presented in the letter, this woman published on the following day in the same paper, a complete retraction. This last letter the correspondent did not send to the *Inter Ocean*, and he is roundly accused by the editor, in a later number, of "contemptible meanness" in withholding it. Last month, Judge Simpson, the President of the Normal School Board of Minnesota, reviewed at length, in the *Inter Ocean*, this communication from the Winona correspondent, and characterizes the spirit which it exhibits as "unfair and malicious" He says that never before in the history of that school "has so much attention been given to the establishment of wise and judicious plans of recitation and study."

SUPT. MCLOUGHLIN writes that he has held a private institute at Brandon, Foud du Lac county, and that 42 teachers were enrolled. The institute syllabus for this year was used. The members were active and in full sympathy with the work.

IN the public schools of Menomonie, Dunn county, for the winter term, 512 pupils were registered. The average membership was 410; the per centage of attendance was 98½, and the number of cases of tardiness was only 36. The promotions were, 17 to the high school, 35 to the grammar room, 60 to the intermediates, and 50 to the second primaries.

THE annual report of Hon. B. G. Northrop, the Secretary of the State Board of Education of Connecticut, gives the following statistics for 1879: The school population was 138,428, and of these children 130,597, or 94.35 per cent. of them, were in attendance upon schools of all kinds during the year. The average wages per month of male teachers, were $37.19; and of female teachers, $35.27. There were paid for the support of public schools $1,390,972.54, a decrease of $118,186.31 on the amount expended the previous year.

SUPT. HARRIS, of St. Louis, addressed the American Froebel Union, the last week in March, in New York. He closed with the following remark in respect to the kindergarten: "It should be a sort of sub-primary education, and receive the pupil at the age of four or four and a half years, and hold him until he completes his sixth year. Besides the industrial training, there is much else in the kindergarten which is common to the instruction in the school subsequently, and occupies the same ground. There is instruction in manners and polite habits, and a cultivation of imagination and inventive power. The cultivation of language is also much emphasized in the kindergarten."

PROF. GRAHAM writes: "I had great solicitude in reference to the fact of being able to hold the better class of teachers to primary work for two weeks. But the experience with both classes, at Fond du Lac and Pine River, indicates an intense desire for just this kind of work. I think the committee made no mistake, when they determined on the present plan of giving the three forms one year each. The teachers and superintendents are coming to a better understanding of the 'Course of Study,' and school boards will, I believe, be reached through the above parties. We need, most imperatively, a blank, suitable to the 'Course of Study,' which shall be adapted to keeping records of each class."

SUPT. MCCLEARY, of Pierce county, writes in reference to his recent examinations of teachers for the third grade certificate: "I have put my average for a full certificate at 65 per cent., and for a limited at 55. Out of 147 applicants, 67 received certificates—42 unlimited or full, and 25 limited to six months."

SOMETIME ago the State Commissioners of Public Lands had a surplus of Funds belonging to the School Fund, and invested the same in government four per cent. bonds at par, to the amount of $75,000. During the recent session of the Legislature, the Commissioners were authorized to loan to towns and counties large sums of money from the trust funds, and these bonds were sold at a premium of 5½ per cent., making $4,125 realized by the transaction, which goes to the credit of the School Fund Income.

PROF. L. D. ROBERTS, principal of the high school at Shawano, which was opened March 22d last, writes thus encouragingly: "Our enrollment is now thirty-three. The attendance is regular, and I am certain the school has a beneficial effect on the lower grades. We have started a library, also a cabinet. The former contains about eighty bound volumes, and perhaps forty pamphlets. A fair start has been made in collecting specimens for the cabinet. Mr. Pulcifer donated a collection of copper specimens, which would be very desirable in the most complete cabinet of the State. We have also raised money enough to purchase a cyclopedia for the school."

THE EVANSVILLE SEMINARY, which has been closed for several years, has passed into the hands of the Free Methodist Church. This denomination has elected a board of thirteen trustees, who intend to open a school in the building next fall. The conferences of this church in Illinois, Wisconsin, Minnesota, and Iowa, it is expected, will take the charge of the project. This people have two other seminaries in operation: one at North Chili, Monroe county, N. Y.; and the other at Spring Arbor, Jackson county, Mich.

THE State Superintendent of Illinois says, in reference to the institutes of his State: "From what I have seen and learned of institutes, I am convinced that their efficiency and influence for good upon the people and upon the teachers, and through them upon the schools, depend very largely upon the intelligence shown by the county superintendent in planning the work, and in adapting it to the needs of the teachers; the best arranged, best conducted, and most largely attended, in proportion to the number employed, being almost invariably found in the counties in which there is the best supervision.

FRED. W. ISHAM, former Superintendent of public schools in Walworth county, has purchased an interest in a drug store at Elkhorn, and will devote his attention to taking charge of it. We regret to lose him from the profession of teaching

THE School Commissioners of Milwaukee have appointed Miss Fischer, from St. Louis, as teacher in the Kindergarten school, organized in connection with the Normal department, at a salary of $600 per year, to date from March 30, 1880, for the remainder of the current school year.

THE condition of the common schools of Virginia for 1879 "is melancholy enough." Only 2,491 schools were taught, with an average of 5 36-100 months, and an average daily attendance of 65,771, 4,726 studying higher branches. This was only 13.6 per cent. of the school population. The average age of pupils was 10.5 years; the cost of education, $1.45 per scholar; the salary of male teachers, $30.05; of females, $24.73. The entire expense for the year was $511,903.53.

PROF. A. O. WHEERT, principal of the Female College at Fox Lake, has issued a circular in which he gives the outlines of a course of lectures on the philosophy of history. After the introduction, the course is divided as follows: Part. I. The Beginning of History; Part II. The Far East; Part III. India; Part IV. The Orient; Part V. The Occident; Part VI. America. Those who have heard any of these lectures, know how rich they are in information, and how suggestive to a reflecting mind.

MISS CLAPP, Superintendent of St. Croix county, writes: "Our institute closed last Friday—93 members enrolled. Our work was almost entirely in the first form, and the institute took a very worthy interest in the primary instruction. Only those who know how few of our teachers have thought anything about primary work, as such, in its necessities and possibilities, are prepared to appreciate the attitude and spirit of the institute. Good results must follow."

WE clipped this item from the *Banner*, published at Black River Falls: "The exhibitions by the pupils of our public schools on Thursday and Friday evenings of last week, were decidedly a success in all respects. The pupils spoke and performed better than ever before on such an occasion, and reflect credit on themselves and the teachers. On account of a severe storm, the attendance the second night was not what might have been hoped; but we understand the receipts of the two entertainments amounted to about sixty dollars, which is nearly enough to purchase such a microscope as was desired.

A special meeting of the school board at Watertown, was held on the evening of April 17th, at which there was an interchange of sentiments regarding the free book system, which has been in operation in the public schools of that city for several years. The facts and figures produced proved conclusively that the free text plan is not only the cheapest to the community, but more satisfactory in its workings to all interested, than any other system.

STATE SUPERINTENDENT BURNS, of Ohio, in his last annual report advocates that better work could be performed in the institutes of that State, "if in some way there be system infused into their management." He mentions the following as the conditions of improvement: "Not more than two regular instructors should be engaged. When too numerous, the adage about 'too many cooks' has a forcible application. Anything that is not professional in its character, should find no place on the programme. Where it is practicable, the session should be prolonged to at least two weeks. Teachers should be encouraged to do more professional reading."

SUPT. MCLOUGHLIN, of Fond du Lac county, says in relation to the two weeks' institute held in the city of Fond du Lac, conducted by Prof. Graham, and attended by 180 members: "Our institute this spring was a success. The number in attendance was less than usual, making it easier to individualize. Quantity less, but quality was better. At first, we feared the work outlined in the syllabus would be unpopular and coldly received; but on the contrary, the teachers were doubly interested, and heartily thanked the committee for placing the work of primary instruction before our institutes. 'It is just what we need,' they said; and we believe that another year could be profitably spent in similar work."

A REPORTER of the institute recently held at Evansville says in the *Review*, published at that place: "The picked man who comes to us is Prof. Albert Salisbury, of Whitewater, well known as teacher, author, and institute conductor. Many of us have put ourselves under his counsel and discipline before, and received benefit. We are glad to do so again. An institute is not like a political mass meeting. There are weak and characterless persons in the world who do not hesitate to violate rules of decorum, and who would spit in the face of a conductor should he rightly chastise them, if only their fortitude were equal to their impudence. But the number of this class who can endure an institute is very small compared with the crowds that assemble in the back seat when the stump speakers come to town. Our institute is designed to be a model school, and thus far it has not fallen far short of it."

THE report for the month of March by Superintendent Somers, of Milwaukee, shows that in the public schools of that city, the number enrolled, 13,319; average number enrolled, 12,361; number in daily attendance, 11,318; number belonging the last day of month, 12,757. Of this number, 7,961 were enrolled as students of the German language, 6,379 being of German parentage, 863 of American parentage, and parents of other nationalities, 615. The average daily attendance was 7,129. The increase in enrollment over last month, is 504: in the average number belonging, 178; and in average daily attendance, 340. The increase over corresponding month last year, in whole enrollment, is 1,083; average enrollment, 843; and in the average daily attendance, 603. This is an increase over the corresponding month last year, in the whole enrollment, of 585, and in the average daily attendance, 610. The enrollment in the different grades is: First grade, 4,886; second, 2,955; third, 2,070; fourth, 1,808; fifth, 885: sixth, 520; seventh, 448; eighth, 278.

PRESIDENT ANGELL, of Michigan University, mentioned at the recent meeting of the Tri-State Teachers' Association some of the disadvantages of the teacher's profession. Among them was the temptation to the teacher to limit his learning and his intellectual development to the amount required in his daily duties; the tendency to do his work in the spirit of dull routine; the danger of falling into an exaggerated professional habit or priggish air; and a temptation to become conceited, to hold an undue estimate of his ability and learning. "I have sometimes heard it said," added Mr. Angell, "that you will see more evidences of this conceit in a convention of teachers at an ordinary teachers' institute than in most assemblies of men."

THE Supreme Court of Illinois has decided that a fifteen minutes' reading of the Bible each morning, in a public school, is not "sectarian religious instruction," and not contrary to the spirit of free government in that commonwealth. The court holds that, since each district board of school directors is empowered to select the books which shall be used in school, it may lawfully direct the teacher to read aloud from the Bible a certain number of minutes each day, and all pupils to close other books during such time.

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THE TEACHER'S DUTY TO HIMSELF.

(A paper read before the State Teachers' Association at La Crosse, Wis., July 9, 1879, by Miss EMILY M. B. FELT, of the State Normal School at Platteville.)

In this age of activity, the tendency is to join in the rapid whirl; to live a brief life; to pass away or to sink into obscurity.

To the enthusiastic teacher, the impulse to forget self is almost irresistible. He sees the ignorant to be enlightened, the dormant intellect to be aroused, the earnest inquirer to be aided, and so much that he can do to give a higher ideal to those whom he instructs, that in devotion to his work he often rushes to the speedy termination of his career.

There are also teachers who feel that stern necessity compels them, even for a mere pittance, to labor incessantly. They have no time, no thought beyond the school room and its accompanying duties,

> "Till like a clock worn out with beating time,
> The wheels of weary life at last stand still."

There are yet others who are unfortunate in that they teach where public sentiment would control their every act, and almost take from them the right to eat and sleep. They "gird their hearts with silent fortitudes," and, like the "camel overburdened in the desert, too soon lie down and die."

Do not teachers often encourage each other, inadvertently perhaps, to continue in a self-destroying course? Do they not frequently, by their silence, join those who advocate that all the teacher's time and influence is the rightful property of those who employ him? Do not

the friends of education improve every opportunity to exalt the teacher's calling and urge him to give himself to his work?

While the teacher should, to a certain extent, observe these suggestions, while he should make thorough preparation for his daily work, and be vigilant concerning its manifold phases, yet shall he, like the horse, be led about by bit and bridle? Must he consider attention to school interests the one purpose of his life? Are there no equal, no paramount obligations resting upon him outside of his profession? Can he even do the best school work by limiting his mind and efforts to that alone?

It cannot be hoped, by the writer of this paper, to present any new thoughts to the Association; but one aim will be realized, if an occasion is furnished in the discussion that may follow, to call forth the opinions of wisdom and experience on the question, "What duties does a teacher owe to himself?"

The present is a period of intellectual transition. The opinion that everything connected with a person's education should have a direct bearing upon his special vocation, is with many supplanting the time-honored belief that a liberal culture is not only the cornerstone of all true success, but that it should be prized for itself, independent of any gain it may bring.

One should indeed strive for an accurate technical training, but if, "the man is more than his trade," he who feels that he has wider and more important relations than those belonging to his daily business, will not on that account, says Principal Shairp, be a poorer or less faithful workman, and he will surely be a better and more complete man.

In the dual life of the teacher, there are, therefore, two classes of obligations that devolve upon him, the duties he owes to himself as a man, and those he owes to himself as a teacher. Rightly considered, there is no antagonism between the two, and often they are so united that the one cannot be separated, or clearly distinguished from the other. If there is truth in these words:—

> "To thine own self be true;
> And it must follow, as the night the day,
> Thou can'st not then be false to any man,"

he who fulfills his duties as a man cannot fail to discharge his obligations as a teacher; but are not the rights and the duties of the man too often either forgotten or absorbed by those of his profession?

Has a person fidelity to his manhood? He both makes himself

worthy of self-respect and he exercises self-respect. This should induce others to respect him and his rights.

It is sometimes almost impossible for a teacher to stem the current of public opinion and stand forth boldly a man without being subject to instant removal or being made to feel more severely the tyrannical hand of power.

No wonder that talent and genius so often pass by the thraldom, and the unappreciated occupation of the teacher to choose a more stable or lucrative employment.

Are not teachers in part responsible for this? Do they not "keep the peace" too often at the sacrifice of their self-respect, and unwittingly, to the injury of their profession? Do the advocates and the supervisors of education sufficiently recognize or uphold the teacher as a member of the human family? Is he not forcibly reminded that he must labor with an eye single to the glory of his school work and his compensation therefor?

There occasionally prevails a sentiment, not always expressed in words, that because a man is a teacher, particularly if he is employed by the state or the public, that he ought to give up some of his rights as a citizen, or change his views with every political wind. If he is permitted to deposit his vote at the polls, that is a privilege for which he is expected to be devoutly thankful. Under no consideration must he hold an office, although he is the man peculiarly fitted for that office, and his holding it could not essentially interrupt the legitimate work of his profession.

Has he a decided religious preference? He must take no efficient part in church matters; he must exhibit no zeal in public affairs or in any work of reform; in short, he must be religiously, politically, and morally a silent member of society.

It is a lamentable fact that many towns and cities in this free country are corrupt in government, and enslaved by the powers of ignorance and crime, because the most intelligent in those places have not been loyal to themselves in discharging their duties as citizens.

If a teacher has properly educated himself, he will have nobler conceptions of life and its various responsibilities than men of less cultured minds. Who is better fitted than he to raise his voice against social and political evils? Not that he should be a seeker of office, not that he should forsake his calling for that of a politician, far from it; but if a worthy office seek him, he should accept it, provided he can fill it without detriment to his profession.

He that in silence or apparent indifference sees iniquity and vice prevail, is a partaker therein.

The teacher, hence, as a man, owes it to himself that by voice, effort, and example, he seek to eradicate error wherever found and to direct public sentiment in the right channel.

"Human perfection," says a distinguished educator, "is the grand aim of all well-directed education."

Is this aim to be given up when one has completed a prescribed course of study and entered the arena of active life? Will not he who desires education in its true sense, endeavor to build up, as nearly as possible, a perfect character in himself, not simply for the good of others and because he is a teacher, but for its own sake and because he is an immortal being? If one make acquisitions with the sole intent that he may impart them to his class, does he not make himself almost a machine, an "animated tool," whose price depends on its capacity to accomplish a vast amount of labor in a short period of time? How can such an instructor inspire his pupils with a desire to acquire knowledge, not that it may bring class rank, and honors, but for its own intrinsic worth?

The person who takes the perfect character for his standard, will soon perceive his own lack of conformity thereto, and will devise means whereby self-culture may supply the deficiencies.

Is he wanting in self-control? He is taught by one who cannot err that "He who ruleth his own spirit is greater than he who taketh a city."

A perennial fountain of patience, amiability, and youthful vigor is seldom possessed. Still the teacher must maintain serene composure under the greatest provocation, suffer annoyances with a bland smile, and blend with his self-restraint a tender heartedness for those who annoy.

He must keep young and sympathetic in his feelings, with an eye open to see, a heart sensitive to feel, and a soul eager to evoke the higher excellencies of human nature.

To possess this happy temper and elasticicity of spirit at all times is impossible, if one commit a slow suicide by confining himself in his own room, or by giving "days and nights" not "to the study of Addison," but to the examination of class papers. One of man's chief duties is to preserve, if possible, a good physical condition; it is not enough to avoid what what would enervate or paralyze, but positive measures must be employed to promote sound health.

Alas, for the poor teacher! How often he thinks his first and highest duty is to his school! He neglects exercise in the pure air; gets irregular and disturbed sleep; and appropriates little time for self-improvement. To him may be applied what a French writer says of the Englishman, "He takes his pleasure sadly after his fashion."

As the tree preserves its life beneath the impervious covering of its winter garb when it has cast away its blossoms, its leaves, its ripe fruit, to recuperate for fresh and greater usefulness, so may the teacher retain love for his work, although for a short time, he lay aside his school pleasures and cares, and golden harvests even, that in varied thought and scene he may renew his strength.

Some one has said, "To reconcile health with perpetual work, however ingeniously combined, demands not a human constitution, not even that of a Hercules, but one of lignum vitæ or iron." Does not a teacher, then, owe it to himself that he usually take his evenings and his Saturdays for recreation, for culture, and for the claims of home and society? Would not an earnest, faithful teacher be more efficient in the class room, and would not his pupils derive greater benefit both from his direct and his unconscious teaching if he not only believes, but practices what an experienced instructor has said, viz.: "When a teacher locks the school room door at night, he ought to lock all cares and perplexities in and leave them just as they are until the next morning."

Is not this constant strain on brain and nerve, this almost endless written work, literally wasting the life of the teacher? Is a teacher morally bound to expend all his time and vitality for his school? When there arises a conflict between the requirements of the school and the duties every one owes to himself, how is the conscientious teacher to decide? Shall he follow the popular opinion that, as a mother gives her life for her family, so a teacher must sacrifice his life for his school, and thus deprive himself of greater culture and his pupils of its stimulating influence?

Is not he who wastes his energies by excessive brain work or physical exertion, although governed by different motives, to be classed with him that proves a "spendthrift of health" in the pursuit of pleasure?

The halo of glory that in youth crowns the sacrifice of self that ought never to be demanded of the teacher, is changed by experience, like a dissolving view, into a needless chaplet of thorns.

Some years ago, a gentleman of ripe scholarship was heard to

remark, "A lady, especially if she have the discipline of a school, should never teach longer than five or six years; by continued teaching she grows opinionated, exacting, domineering." There may occasionally be foundation for similar remarks. The cases would, however, be less frequent, did the lady, for the same labor, share equally with her brother in pecuniary reward, and thus be enabled to share his hours for a broader culture, his fellowship with books, his travels, and those cultivated pursuits that furnish a high order of recreation.

How often is a rare gift laid away in a napkin! Yet no recreation exerts a more happy influence or affords a more pleasing and invigorating diversion from the daily routine than does a judicious cultivation of some of the fine arts.

If one has not a native endowment to improve, he may, at least, cultivate a correct taste by making his surroundings attractive with models of excellence both in literature and art. Besides a source of diversion, he will find that delicate grace and beauty are valuable servants to purify and ennoble the character. Still no isolated culture will suffice. It is not enough to listen through the ear of another; the teacher should hear the electric tone of the orator, the thrilling note of the musician, the transforming voice of nature. Nor is it enough to look through the eye of another; dignity, breadth, and energy are imparted by the actual presence of the "everlasting hills," the expanse of the ocean, the rush of many waters; "The mountains shall bring peace," and the sylvan retreats afford pleasure and rest.

If the choice lies between a vacation with nature and one with stirring life and works of art, the former will prove of greater value; yet ought not the teacher to add to the former, the magnetism and the refining influences of the latter? Ought he not to arrange for both as much as for replenishing his book-case or his wardrobe? Wordsworth affirms that,

> "Wisdom doth live with —
> Books, leisure, perfect feedom, and the talk
> Man holds with man in the hourly walk
> Of the mind's business; — this is the stalk
> True Power doth grow on;"

and the most noble of Roman Emperors said, "Give thyself time to learn something new and good, and cease to be whirled around."

The companionship of nature and books and art and busy life should not satisfy the teacher. There should be the friendly hand to

clasp, the kindred aim to awaken sympathy. "As iron sharpeneth iron," he needs to encounter the "keen Damascus blades" that others wield, to discover his own weak points, and acquire the "finest edge of faculty."

Swift says, "No man ever made an ill figure who understood his own talents — nor a good one who mistook them." An earlier than he taught that the key to all success is a knowledge of one's self, and Milton declares that,

> "To know
> That which before us lies in daily life
> Is the prime wisdom."

In whatever occupation a person may engage, he should, therefore, supplement his self-knowledge with a knowledge of his work. This is of vital importance to the teacher; every generation requires more of its teachers than did its predecessor; there are new channels of business, broader avenues of knowledge, more winding and devious paths from the fountain of wisdom. "Human life," writes a popular author, "is becoming more and more significant, richer in opportunities and enjoyments."

The greater the advantages for acquiring knowledge, the greater the obligations resting on all, the teacher included, to acquire that knowledge, and on each to know his work, both concerning himself and those he would instruct.

He who would be the pilot of others must possess an accurate acquaintance with the hidden rocks and shoals, with the winds and the under currents as well as with the safe harbor and the wide sea with its calms; but more than all must he know his own want of knowledge, his own ability to guide, and where he lacks skill.

If Ruskin's words be true that, "all great men know their business, and usually know that they know it," how can a teacher of narrow views and devoid of self-acquaintance, establish in others a strong, harmonious character? How can one without a high ideal and, at least, its partial realization, safely lead another? Will they not both fall by the way? Is not a teacher, then, treacherous to himself both as a man and as a teacher, if he fails to develop his own faculties to their utmost? to grow with the occasion and rise with the opportunity? to be like Wordsworth's happy warrior?

> "Who, not content that former worth stand fast,
> Looks forward, persevering to the last,
> From well to better, daily self surpassed."

"Not a having and resting, but a growing and becoming" will be his aim; he will add to his general culture the discipline for his special work; he will learn by study and observation how to teach; make available the experience of others; examine their methods; reject the defects, and assimulate the excellency wherever found. To appropriate a simile used by Marcus Antoninus, "He will make all these things his own, as the blazing fire makes flame and brightness out of every thing thrown into it." He will be no servile imitator, but will preserve an individuality of his own, without which there can be no true nobility of soul; he will also seek to preserve it in those entrusted to his care, and not chip and chisel, as one says, into a "dreary uniformity of thought and speech." Emerson calls individuality the basis of all true culture, and Goethe, "the high priest of culture," asserts that its preservation and development should be the sole end of a true education.

No one owes it to himself more than does the teacher to preserve his inherent powers in their freedom and freshness. To borrow in part a thought from Dr. Torrey, a feeble mind may easily affect singularity, quaintness, extravagance, but the originality that springs from individuality of character, ever commends itself by naturalness and simplicity; and, "Simplicity," says another, "is the highest grace of character, both in teacher and pupil."

If the teacher believes that, "The powers of man have not been exhausted, that nothing has been done by man that can not be better done," he will be in little danger of indifferently following in the path of others, or of acquiring an unpleasant mannerism by unconsciously walking in his own well-beaten footsteps.

Does a teacher feel that his position is not worthy his ability and acquirements? He would forfeit his self-respect did he not perform the work given him, faithfully and well. Is he one,

> "Whose soul the holy forms
> Of young imaginings hath kept pure?"

He will not be disheartened, although his labors are not effective of brilliant or speedy results.

> "His high endeavors are an inward light
> That makes the path before him ever bright."

He may feel that he is not appreciated; that he is misunderstood; that he is treated unjustly; that his profession offers fewer inducements than do others for men of sterling worth to remain in it; and

that he is subject to removal for slight or inadequate causes. "A real spirit should neither court neglect nor dread to bear it."

All honor to him that is never guilty of the "careless lie" to himself, or the "merciful lie" to another, but who scorns to do whatever would mar his character, or lower in his own estimation his unapproachable ideal of purity and truth.

> "What though assaults run high,
> They daunt not him who holds his ministry,
> Resolute, at all hazards, to fulfil
> Its duties."

It is a teacher's duty, besides retaining an enthusiastic love for his work, to ennoble his office and maintain its true dignity, sedulously guarding every avenue whereby there could come temptation for him to bring dishonor or discredit upon the name of teacher. No outside interest, no indifference should deter him from meeting with cheerful promptness his appointments. He should acquire a versatility and a skillful dispatch in the performance of his school work, yet should he remember that the seeming dexterity that is brilliant, but erratic, or defective in its results, is less desirable than the slow manner that leaves systematic, perfect work. No love of ease, no love of money, and no motive of policy should, for a moment, make a teacher forget what he owes himself, both as a man of integrity and as one of the fraternity of teachers. No pinched salary, no allurement of pleasure, no desire for culture, no generous sympathy for others should cause him to incur obligations that he knows he is powerless to meet. With "heart as far from fraud as heaven from earth," all just and equitable claims of others, of whatever nature, should be honorably met.

He should regard himself a part of the great brotherhood of teachers, possessing with them a common interest; where an injustice experienced by one is an injustice which reaches all; and where the rights and the reputation of each are as dear and sacred to every other as his own.

A teacher does not fullfil some of his higher obligations unless, by his character and efforts, he wins the confidence and the co-operation of his patrons, and more than all, unless he infuses his own spirit into the lives of his pupils, imparts to them his own lofty ideal, and sets ajar for them the portals opening into a new and brighter world, radiant with the light of knowledge, and tremulous with the breath of truth. He must do for them what Phillips Brooks says every teacher must do for his scholars, "Give them new ideas, deepen their

personal character and responsibility, and build for them new relations with other minds."

There have been, there are now, such noble teachers, men and women who in their lives have shown that it is the province of a great teacher, as it is said to be that of a great poet, "to raise people up to his level, not to descend to theirs."

To emulate them one must be animated by a higher motive, and guided by a nobler principle than to strengthen certain special faculties, or to instruct the intellect alone. Scholarship is but the silver link between the iron link of physical development and the golden link of moral greatness, any one of which being broken, all fall into confusion.

Each succeeding year should witness a broader culture emanating from our teachings. No day should pass without a line in the record of a purer life, without adding to the foundation or the superstructure of a worthy character.

In the language of a teacher long since gone to his reward, "A teacher must make his mark, must leave the impress of his character on his pupils and his age—a blessing in proportion as it resembles the perfect example of the Great Teacher."

SOME NEEDED REFORMS IN GRADED SCHOOLS.

(A paper read before the Principals' Association, December 30, 1879, at Madison, by Prof. E. BARTON WOOD, of Oshkosh.)

The theory of our graded schools is a good and true one, and is destined to a long life. It is, too, in the main, carried out to good results, and these results are shown in the increased culture in each generation. In all of these schools there are more or less of industrious, pains-taking, well-informed teachers. The people, as a whole, take pride in them, and sustain the teachers in good methods of instruction and discipline. Still there are faults and imperfections in the methods of conducting graded schools, and probably there always will be, as long as they are managed by human beings. It is for us to correct these errors, as far as possible, and to that end, a friendly criticism is necessary. I have no new and revolutionary reforms to propose. We should go very carefully at any great and radical change in so important a matter. Many of the so-called reforms in educational, as well as in other matters, have had a tendency to reform backward. Notwithstanding all that has been said, it still remains true, that for the great mass of pupils, before they get into the High School,

most of the school-work should be expended on the three R's with some general geography and language. If teachers are fitted for it, they may give a little botany, zoology, etc., as a recreation, but not take too much time with these. I would speak briefly of the following points: The work in the primaries; methods of teaching the common branches; grading so as to best suit the circumstances of a majority of pupils; and supervision.

So long as the primary schools are left to the care of young and inexperienced girls, we cannot expect the best kind of work there or in after grades. When the little one first begins his course of study, that is the time at which he more needs a wise, sympathetic teacher, one who knows the ways of children, than at any other period. No cross, impatient task giver will do here. This is the age at which the child learns to love his school and his studies, or to get a dislike to them that he seldom loses. He must be started right or he will never go right. In a primary teacher, then, is required, if not so much book-knowledge, more tact and sympathy than in any other. The pecuniary question comes in here, but that had been settled satisfactorily in many places. All that is needed is to grade the salaries according to success and experience, and not according to the age of pupils, and then to put the best teachers where you wish them to be. It costs no more in this way than it does in the way it is now generally done.

As to methods of teaching, but little need be said. There are many nominal teachers who to the youngest pupils, merely assign lessons and here recitations. Then too, far too much time is spent by many on matters of theory and minute detail, and too little on practical work. Childhood is not the age when reasoning is active, but memory and perception are vigorous, and curiosity is strong; it is when pupils like to *do,* but can not understand or perform much logical analysis. After a child has learned that $2x2=4$, some teachers are not willing to let him learn that $2x3=6$, until he can give a correct reason why $2x2=4$, forgetting often that there is no reason for it; that it is a simple fact. Abstract thought, complicated problems and analyses are out of place at this stage. This has been said over and over again, but some people need "line upon line and precept upon precept" before they will learn anything about the constitution of the human mind. To illustrate by arithmetic: Of course, at first, counting, adding, etc., must be done with things, not abstract numbers. But this is not all. There should be an immense amount of practice in adding, subtracting, multiplying, and dividing simple

numbers, until this kind of work can be done with the utmost rapidity and accuracy. After this has been secured, small common fractions should be drilled upon in the same way, and to the same result. It is not early practice on long and intricate examples that fits a child best for business; and most of our boys go into some kind of business before getting to the High School, or even the higher grades of the Grammar School. It is this constant drill in the fundamental rules with simple integers and then with fractions. How many bankers and other business men have I heard say of young men, graduates of our graded schools, that they were steady, industrious, etc., but could not add. The ability to make rapid and accurate calculations by the simple rules is most of what is required in business now-a-days, as even interest is computed generally from tables, in which the only processes required are simply addition and multiplication. And every one who teaches the higher mathematics learns how much time is lost and how much trouble is experienced by those who have not had this early drill. They are slow, and make mistakes, have to go over and over their work, become discouraged, and discourage class and teacher.

The same principle holds good in other studies. Not multifarious detail, but thorough drill on generals, in geography, and not all the intricate points of parsing and analysis, but how to build a correct English sentence, with sufficient knowledge of names and definitions to use the parts of speech, etc., correctly.

It is said, and in general, rightly, that the teacher should never tell a pupil what by skillful questioning the pupil can be brought to tell. But this, like all rules, can be carried too far. When a class comes to an entirely new subject there is need of preceding explanation and information. Some of the most successful teachers follow some such plan as this: Suppose a young class comes to the subject of least common multiple; the teacher having the class before her, with slates and pencils, stands at the board, shows how a simple example is done, with full explanation of each step, then quitely does another without explanation, and then gives one to the class, calling for explanation from them; then she gives more, urging them to work rapidly as possible, and subjecting them, on completing any example, to questioning, until it is certain that all is thoroughly understood. But a variation in methods is valuable — even the best method, if always followed, is liable to become tiresome and uninteresting.

With regard to the grading of schools, there is, perhaps, more dis-

satisfaction in the minds of the people, than in relation to any other subject. Many say that the books have such a demand for absolute uniformity that the individuality of different pupils is over-ridden and crushed out, and all is too much of a huge machine. They say that the course of study is a procrustean bed, in which all must lie, and those who are too long must be cut off, and those who are too short, must be stretched to fit. There is something in these complaints, and there is a necessity for making our graded courses more flexible, that they may be better adapted to the wants of different pupils. It is, of course, necessary that the pupils shall complete a certain amount of study before obtaining a certificate of graduation, because that certificate should have a definite meaning. But graduation is not so important to a pupil, as the careful and proper cultivation of the innate tendencies and capabilities of his mind. And there are different powers of grasping and retaining knowledge in different minds, and some pupils have better health than others. Perhaps I shall be pardoned for any seeming egotism, if I can tell here the plan that I have been working on for some years, not, however, claiming it as original, as it seems to me to avoid some of the difficulties mentioned: In our high school, we have an English and a Latin course, and a pupil must pass a respectable examination in each of the studies of either course before graduation. We examine classes for promotion in the grades below the high school, twice a year, and thus those who are absent part of a year, may find on returning, a class somewhere near where they were when they left. Also, especially in the high school, the strong and ambitious pupil may work up to a grade higher than his own, while one hard to learn, may go back, with much less hesitation on his part, or that of his teacher, than if he went back a whole year. Also, a pupil who completes any one study, and passes examination, gets a certificate in that study, and goes on with his class in the study succeeding that, and if he fails in another, he goes over that study again. He is not required to go back in all his studies because he fails in one or two. When he has secured the requisite number of certificates, he is graduated. Again, if a pupil is strong of body, and quick to learn, he is permitted to take four studies, instead of the regular three, and thus can make his physical and mental abilities do him service; while if there is one of a delicate constitution or in poor health, or who finds it more difficult to learn, he is allowed to take only two studies, and be longer in getting through, and they do not feel that they are losing caste. Thus, a pupil may graduate in

three, or four, or five years, and not fail in health or be crowded beyond his ability, or be held back with those of less ability. In my present class, "A," of 14 members, who expect to be graduated next June, one will have been, on account of health, five years in the high school, three will have been four and a half years, nine, four years; one, who was admitted at the beginning of the second year, and who will have done three years' work in two years without over-working. One who recently left to go into business, would have been three and one-half years in taking the course.

Again, if there is a young man who, after a reasonable time, is found utterly incapable of mastering certain branches, while capable of mastering others, I let him drop those for which he is not adapted, and spend his time and energies on the others. He does not graduate, but he gets some culture. A person born a mechanic, may be utterly oblivious to the beauties of literature, and all the time spent on the latter, may be thrown away. So, if a young person in business wishes to take lessons in arithmetic or in book-keeping, or some other subject needed in his work, if he shows that he has ability to keep up with the class in those studies, I put him there and let him get what he can. So, in the case of one examined, for admission from grammar school, or one who comes from another school, where the course is different from ours. If he passes well in two studies, and in one is behind, I put him into classes for which he is fitted and let him study the one in which he is deficient in the grammar school, and give him a certificate of admission when that is made up. In other words, an attempt is made to adapt the work of the school to all who come whether they can graduate or not. Now, all this gives some trouble in arranging programmes, etc., but it seems to pay for all the trouble.

Let me say, before leaving this part of my subject, that the course attempted by many graded schools is too long and ambitious. Under ordinary circumstances, a school in a town of under four or five thousand inhabitants, cannot advantageously keep up a four years' high school course. They should attempt to do no more than, with their teaching force, they can do thoroughly and well.

A few words on supervision. Usually, there is a principal in a graded school, but he has so many classes in the higher department, that he has no time to visit other rooms. The teachers in the other rooms are frequently young and inexperienced, and need, every day not harsh criticism but kind advice and encouragement from one older and wiser than themselves. A cheery, wise principal can thus ani-

mate, strengthen, and inspire teachers and pupils, and is worth more in this way than as a mere teacher. He can point out, in a kind way, new and better methods of instruction, and can sustain the teacher in controlling the school. To do this, needs time. A tired, worn-out principal can not do it; neither can a mere boy. He should be a strong, patient, kind, experienced man.

TEACHING AND TRAINING.

The radical meaning of teach seems to be to show; of train to draw, allied to drag. To train, then, is a more forcible expression than to teach. Possibly, probably all teaching involves some training at a sequence, all training some teaching as a premise; yet a marked distinction between them exists.

In teaching, the stress is laid upon the impartation of information; in training, the stress comes upon the utilizing of information for some specific end.

If so, one may be taught much and trained little; one may possess a large stock of knowledge and still have no ability to use it as an instrument of power.

In ordinary parlance we hear of training in many ways and for many purposes. It precedes any great success on the platform, on the stage, on the turf, in the prize ring, in the walking, running, rowing, or swimming match, in the chase, upon the gory battle-field.

Training in all of these and a hundred other lines must be resorted to with vigor, with persistence, ere man or beast is allowed to reach any acme of power, any summit of success. Every member of the equine species which knows how to trot is not a Goldsmith Maid; nor is every human biped who knows how to walk a Weston. Blood and pluck do something in classifying upon the basis of championship, training not a little.

You will observe, unless I am wholly wrong in the distinction I have made between teaching and training, that the latter aims to coerce the vital forces into a distinct, yet narrow channel; one path, or at most a very few paths, are taken and all the rest abandoned. The question becomes not how wide but how far? not how much but how well? Training in life answers the same end as division of labor in political economy. The powers of will, of heart, of intellect, of nerve and muscle are concentrated upon the one point of ambition, the one focus of aspiration. While the results are striking, is not

the process of training narrowing? I, for one, should certainly answer this question in the affirmative.

Then should training find any place in the school-room? I do not here wish to interrogate you concerning industrial training, a subject now causing so much discussion throughout the country; but I ask should we resort to training in the public schools of our country as they now exist — should any educator advocate or practice what seems to be a narrowing process?

Some years since, in the central portion of Great Britain, while visiting a gentleman's fruit garden, I noticed a small clump of trees growing with spirally arranged branches and twigs just like the fruit trees which we see everywhere in this country. They had an abundance of foliage, but not any fruit; yet they seemed healthy, even vigorous. I was surprised to hear my companion call them "wild." Upon inquiry, I ascertained that the term was not applied to their origin, but to their training. I had some curiosity to see what kind of an object a tame tree is, and was soon gratified; for I was led to the southern face of a high stone wall, and there beheld trunks with one or two branches on each side forty or fifty feet in length suitably fastened to the wall. They looked like overgrown grape-vines. Symmetry there was none; but fruit large, tempting and luscious.

In the United States much fruit can be obtained without sacrificing the beauty of the tree; but in that far-up latitude, any other course in the open air would have invited and secured failure.

A prominent portion of our educational creed consists of a fascinating statement. It is this: All the powers of the mind (God-given as they are) should be cultivated; that is, symmetry of intellect should be sought after.

I do not care to controvert this affirmation. It rises like the glittering palace of a dream, entrancing the beholder. Our advanced civilization enables us to approximate this high ideal, and we love to think of the time when the great gardener, under more genial skies and more favorable surroundings, will be ready to impart a symmetrical development to each life.

Yet he is but a tyro in the world's great movements, who fancies that such conditions now exist. The necessity for daily bread and daily clothing, still lies so heavily upon the many that they need planting on the sunny side where a few twigs of intellect may be trained for fruitage.

Education has an intensely practical, as well as a strongly theoretical

side; it is wise to regard both; in the public school, it is peculiar folly to ignore the practical. The world asks not how many different things can a person do, but what one thing can he do well? Training seeks to answer this question for the satisfaction of the world for the benefit of the individual.

We must not confound narrowness with dwarfishness. The trained leaders of progress to-day are in a certain sense narrow, yet they are intellectual giants. Matt. Carpenter occupies an honored position before the supreme court of the nation; has he ever yet risen to the dignity of the statesman? Beaconsfield is brilliant in literature, has he been wise in his foreign diplomacy, or proved a great leader? General Grant was mighty in the battle field, was he conspicuous before his panoramic cabinet? All are narrow, yet all are great; all have undergone a system of training which has been to them a course of compression and extension. As long as the results of this training were utilized by them, a great success was theirs; but attempts in untried fields have not been so conspicuously rewarded.

You will have observed that my theme has been: under present conditions of life, in order that the individual shall achieve success, training is a necessity, although it is narrowing in its effects.

I respectfully request, if we are in accord upon the theme of this paper, that we pass to a consideration of the following questions:

1st. In the public school, which, if either, should have the preference — teaching or training?

2d. In our high school curriculum, what branches are particularly well adapted to a course of training?

3d. Among those branches, what portions should be selected by the instructor as being *peculiarly* suitable for training?

4th. What modes of training should be used in the respective studies?

5th. What desirable results will successful training in those studies secure?

6th. What undesirable results threaten the attempt at mental training?

Are not these questions pertinent to us? Should we not have a clearly defined answer for each of them?

Madison. S. SHAW.

THE STUDY OF GENERAL HISTORY.

It is not my purpose, at this time, to describe methods of teaching general history; that I have already done in this periodical, sketching the method which I find most successful myself. What I wish to do is to discuss briefly the place of this study in a school course. It is a good thing that general history has come to receive so much attention in our schools; but I think that much of the labor spent upon it is misdirected, for the following reasons:

General history is an exceedingly complicated study. Just consider what it embraces. If it is not to be a mere string of names and dates—the most profitless object of study there can be—we must mean by the word "history," the story of the collective life of mankind. The history of every nation narrates the life of that nation—its beginnings, its growth and greatness, its intellectual achievements, its foreign enterprises, its internal organization. Its constitution and dynasties, its religion, its literature and art, its wars, and its industry must all form a subject of attention. Now this is a complicated thing for even one small nation with a short life; when it comes to the whole family of nations, it bewilders by its complexity and magnitude.

Take an American boy who knows the history of his own country pretty well, but almost absolutely no other history; who has heard of Julius Cæsar and Napoleon, and possibly of Cromwell and Charlemagne, but to whom Charles V, Gustavus Adolphus, and Frederick the Great are meaningless names. Put such a boy to work at a general history. He will get along fairly well in ancient times, because it so happens that the two great nations—the Greeks and Romans—occupied the stage of history in succession, so that the attention can be given exclusively to each of them in turn. But when he comes to modern times, to the splitting up of the Roman Empire into a number of independent states, and attempts to follow down these separate currents of events side by side, and at the same time to preserve some sense of the unity of the whole, he is utterly baffled.

It is true there is even here an approximation to a succession like that of Greece and Rome. We can say that Germany from the tenth century to the twelfth, France from the thirteenth to the fifteenth, Spain in the sixteenth, France again in the seventeenth, and England in the eighteenth, occupied a leading position among nations; that the history of each of these for the time would be practically the histor of Europe. This is a consideration of the first importance, and will

assist in detaching the history of *Europe* from that of the *European States.* But only in a degree. Each of these periods of exaltation is a mere fragment of the national life; and the entire annals of each of these nations must still be brought into the course.

Let us now follow our pupil when he has reached the period of modern history; and let us take as an example, Thalheimer's text-book which is perhaps the best there is. She begins with Italy, then passes successively to Germany, Turkey, France, England, the Netherlands, England, Germany, the Colonies, Scandinavia, France, England, India, France, Europe in general, France, and America. Is it possible that the student should receive any clear and correct notion either of the history of the world, or of any single nation, in this hotchpotch?

The remedy is, I believe, to take the history of some one nation by way of preparation for general history. By this the pupil will become acquainted with the general current of events, and the course of the centuries; he will have a thorough knowledge of one of the parallel streams which he has to take up in general history; and certain names and events in other nations will become familiar to him. The two principal elements in the study of general history are historical distances, or the intervals of time in the sequence of events; and synchronism, or the relation to one another of contemporary nations and events. The first of these will be secured perfectly by the plan proposed. The succession of dynasties and events in one nation will be a firm and permanent background for all other historical events; and this will make the best possible preparation for the second, the synchronisms, as all events in other nations will be at once referred to the skeleton of events traced in the first.

For the purpose of such preparatory study the history of France is no doubt in itself the best. France has been oftener than any other nation the leader in European civilization and international relations. Its geographical situation, moreover — the center of a rude star, of which England, Germany, Italy, and Spain form the four arms (Switzerland and the Netherlands being also adjacent), ensures that the history of France shall touch from one time to another the history of every other European nation. Nevertheless, although France is in itself best for this special purpose, I should on the whole decide in favor of England, for the reason that it is the country with which our nation is most closely connected, and further that its history is the richest and most instructive of all national histories. If there is time to take both, so much the better.

It may be said that there is not time in the school curriculum for the history of England in addition to general history. In that case, I would have the history of England, even if it should be necessary to sacrifice the other. The class will thus get something at any rate that will stay by them; they will know the one history which is best worth knowing; and they cannot fail to get, in connection with it, a partial knowledge of contemporary European history, which will be, I venture to say, of as much service to them as what most of them carry away from the more general text-book.

My plan would be, therefore, to take up successively the histories of Greece, Rome, England, and France, to be followed by general history. If there is not time for all, drop the history of France; and if the course is still too short, keep at any rate the history of England. Or, I will suggest, omit the histories of Greece and Rome. The break between ancient and modern history is so decided, that the non-classical student may perfectly well begin with the new life which began after the breaking up of the Roman Empire. Suppose the histories of England and France are studied first, and then general history. Any text-book of general history contains all of ancient history that any non-classical student needs. If the exigencies of the case require it, therefore, for English students, I would say that the special histories of England and France will be found a sufficient introduction to general history.

PRIMARY INSTRUCTION.

PRACTICAL CONNECTION BETWEEN KINDERGARTEN CULTURE AND REGULAR SCHOOL WORK.

When children enter school for the first time, great care should be taken in furnishing the mind with the first ideas.

Whenever knowledge is gained through pleasure, a lasting impression is made upon the mind; and, consequently, if we can succeed in interesting the children, and in cultivating in them a taste for study, a most important step will have been gained.

One means of making the first steps in reading and spelling interesting, is the following:

Teach words objectively. Have the object before the class, if possible, then draw the picture; finally, give the word. Say, for in-

stance, the word *nut* is to be taught. Bring before the class a nut, or better still, supply each pupil in the class with one. Let them examine it, tell what it is, and have a nice little talk about it. Then say to the class, "I am now going to make something upon the blackboard; each one look carefully, and see who can tell me what it is." The teacher then draws a nut upon the board, and calls upon pupils individually to point to the real nut, and then to the picture of a nut. Then, by the picture of the nut, write and print the word, and also upon various places of the board. Then call upon pupils to point to the real nut, picture of a nut, and the word nut. Finally, sound and spell.

Suppose a word that cannot be taught objectively, is to be given, as, for instance, the word *cold*. Bring before the class ice, snow, cold water, etc. Call upon pupils to come forward and feel of the objects, and then tell how they feel. They will of course say that they feel cold. Then let them give sentences, containing the word cold, as to how they feel when they go outdoors in the winter time, etc. Then write the word on the blackboard, sound and spell.

Similar methods can be thought of for teaching almost every word. The form of the word now needs to be impressed, and in plain, written form; a word is unattractive. So give to each of the pupils a certain number of blocks, oblongs, sticks, or tablets, with which to build certain symmetrical, beautiful forms. After the form has been completed, let a representation of it be made upon the slate. Then in each of the squares or other figures, out of which the larger figure is constructed, the word just taught may be nicely printed or written. Thus, three things are gained; the teaching of the word, the cultivation of muscular power and activity, and the cultivation of the aesthetic sense. And what the child gains through its own activity, is of the greatest value to him. Another method of drilling the word is to have plain or colored cardboard, cut into different shapes, such as triangles, hexagons, etc., upon one side of which the word is printed, and upon the other, written in script form. This any teacher can easily do herself, if she is willing to spare the necessary time. These tablets, which constitute the children's little stock of words, may then be distributed, and out of them very pretty plane forms may be made. Later on, they are of use in the construction of sentences. One set of tablets will aid in teaching words and drawing, and will also be of great use in giving lessons upon color.

Let language culture be a part of every reading lesson, in fact of

every lesson. Let the child put his thoughts in sentences, not single words. Let one lesson supplement another; and above all, teach the child to think and reason for himself.

Primary work, though by no means easy, may be made a pleasure to both teacher and pupil, instead of drudgery to the one, and dry uninteresting matter to the other. If a taste for study is generated in a child, that interest will continually increase; but if a distaste for study is at first aroused, the child will always dislike school.

Milwaukee. ALICE L. RODEE.

SELECTED.

MISS ELIZA'S LAST SCHOOL.

"Esquire Mason, from the Center, has just driven into the yard," said Mrs. Deacon Carpenter to her 'old maid' daughter, Miss Eliza, who was at that moment standing by the kitchen cooking table deftly and energetically moulding bread. "Hark! Jane has gone to the door; perhaps he wants her to take one of the town schools; he is chairman of the new school board, you know. No, he is asking for you. It may be he wants a wife; he is a widower, you are aware doubtless," added the mother, with a teazing laugh, for only the yet fair, as well as frank, capable Miss Eliza herself could tell how many widowers had come to her for consolation, and been sent peremptorily on their way.

"He won't be likely to call but once," responded Miss Eliza, as she washed her hands, took off her kitchen apron, rolled down her sleeves over her plump, white arms, and, fresh and dainty in her pretty ruffled print wrapper, she entered the well-furnished sitting room. "You are looking for a teacher, sir? Oh! it is my sister Jane you wish to see," and Miss Eliza turned toward the door.

"No, I wish to see *you*. If I am not mistaken, you taught down at the Center a few years ago."

"Yes," replied Miss Eliza, thoughtfully, "but I hardly know what to say to your proposition. I had given up teaching. I may say I was fairly driven from the profession. I will not admit that I am behind the age, however, for I have continued taking my educational journals, and in various ways have taken pains to inform myself as to the advancement in educational matters, especially in the larger communities in our Commonwealth. I kept up my attendance upon the

teachers' institutes until the pretty, gay young girls laughed so much at my 'streaked gray hair' and 'wrinkles' that I thought it best to retire from the field, and so make way for the younger aspirants."

"These young misses have had a try at the school I wish you to take. I carried the third one for this term home before I started for you this morning. You see, Miss Carpenter, it is a hard one, this Gray Hill district school. You are doubtless aware of its unsavory reputation. I don't pretend to say that the school has not been somewhat neglected; schools in such remote localities generally are. If the committee ever visit them they must go on purpose, and it is a hard drive over those hills. Then, experienced teachers won't isolate themselves up there in the woods. The method has been to let some young girl make her *debut* at teaching at Gray Hill. For years, I suppose, there has been very little teaching, mixed with less discipline; generally ending with turning the teacher out of doors in that district. Now, somebody must go up there who will in the first place bring law and order into vogue, and then *teach*. I want you, Miss Carpenter, — an old, successful teacher, — to go out there as a *missionary*. I will arrange it so that you will be brought home every Friday night, and carried thither every Monday morning. Your salary shall be the same that we allow the village teachers, although it ought to be higher."

This interview ended by Esquire Mason carrying Miss Eliza back with him to Gray Hill that very day. It was an out-of-the-way place, to be sure, but there were well-tilled, productive farms, and good, well-meaning people in that locality, who had, ever since the old town was incorporated, been taxed for all sorts of improvements in the village, such as libraries, street lights, sidewalks, and grading, which they seldom profited by, because the Gray Hill folks and the villagers were always at sword's points, although it was a common saying in the township that, if the village folks wanted to borrow money they resorted to the 'mountaineers.'

Esquire Mason was more and more impressed with the wisdom of his choice of a proper teacher, as he chatted with Miss Eliza during the drive to Gray Hill school-house. They arrived there in the middle of the afternoon, and found that the scholars had had possession all day, and were having an uproarious time. They set up a derisive shout as the committee and the new teacher drove up, but they quieted down when they saw that the latter was not a young girl; and when she proceeded to take a long stout cord, a good sized

rattan, a hammer, and a handful of nails of different sizes from the buggy, they grew quite silent.

"*Je-mima!*" said one of the oldest boys, as Esquire Mason drove away with the teacher's trunk to her boarding place near by, "if the new committee haint been and got that Miss Carpenter from the south end. She's that 'old-fashioned teacher,' you know, and she can lick any boy twice her size, and she'll keep a great big school so that there darsen't any of 'em say their soul's their own just by that air rattan. I've heard about it lots er times. It's one her brothers brought up from South Ameriky, and if it cuts inter a feller, it pizens him. And she always has a hammer 'n nails with her, and if a fellar don't sit still, she nails his trousers right down to the seat. And that air rope — *Gosh!* when things come to worst, *she hangs fellers up with it!*"

"Let's go home," said another large boy.

"No, les go in; I'll resk but what I can keep still the rest of the afternoon. Les see what she'll do."

The first thing she did do that afternoon, so eventful in the lives of some of those boys who were fast growing into the typical, ignorant country lout, with strong, vicious tendencies, was to *interest* them. As she took their names she questioned them kindly about their families, some of whom she had met. Then she asked the scholars, both girls and boys, about places of interest in the vicinity that she told them she had often heard of, but had never visited, such as the "Falls," the "Alum Rock," and the "Bottomless Pit" between two huge ledges. "I don't believe," said she, "I shall go home at all this term. I shall have to take the Saturdays to get acquainted with all your people, and to visit these interesting places. Those of you who have been obedient and studious through the week, shall go with me, and on Sundays I can go to church with you.

"We don't have no meetin' up here, we don't," spoke up one of the large girls.

"Is that so? Then we will see if we cannot have a Sunday-school here in the school-house. You can all invite your parents to come, and we will have a good, enjoyable time, besides the opportunity of learning about things of very great importance to us."

One day when Esquire Mason came to visit the school, Miss Eliza told him that there must be a fall term in the district.

"Impossible," he replied; "there is no money for it."

"There ought to be. These people have not had their lawful

amount of schooling for years. Their share of the town appropriation has been largely diverted toward the schools in the village."

"I don't see how I can arrange for a fall term up here," said the committee, scratching his head.

"Well," said Miss Eliza, "you know I came up here in the double capacity of teacher and 'missionary,' and I am going on with the fall term, by your leave, without any salary if it is necessary. However, I warn you sir," she continued, laughing, "that I have been figuring a little over our town appropriation, and I know about what amount of money this district is entitled to, *and what it is going to have.*"

The school, which had come to be a model one, went on, and Miss Eliza did not teach without salary. The Esquire's interest increased in the school, and, in the capacity of committee, of course his visits to it grew more and more frequent. "Here is a teacher," he would say, "who has wonderful tact, and who understands the magnitude of her work."

At the close of the winter term Esquire Mason, who indeed was a widower, asked Miss Eliza to marry him.

"We will see about that," she replied, archly, "after you promise me that while you are committee you will see that justice is done to Gray Hill as well as the other outlying districts."

There were many tears shed when Miss Eliza left the Hill. She found her pupils ignorant, devoid of good manners, and coarse and ungrammatical in their speech. She had not been in the school a week before she had engendered a wide awake, vigorous emulation in good deportment and hard study among her pupils. She left them rightly biased in every sense by reason of the technical drill, mental discipline, and moral training received from her. Subsequently, through the influence of Mrs. Esquire Mason, *née* Miss Eliza Carpenter, no less than four of those once ignorant, loutish boys attended the high school in the village, and fitted for and entered college. And those coarse, pert, giggling girls were, by her example and teaching, transformed into study-loving, refined, pure minded maidens.

When the beloved teacher was removing her books and other articles, on the last day of her last term (she left her pictures hanging upon the walls of the school-room), one of the little fellows asked, "Is there really any poison in this rattan, teacher?"

"In this blackboard pointer? Certainly not, dear child."

"Well, will you please tell us now why you brought that hammer and those nails, and the cord?"

"Why, yes, to be sure, my dears. I brought them because I wasn't sure there would be places where you and I could properly hang our hats and wraps."—*Mrs. A. A. Preston, in Nat. Jour. Ed.*

WELL OR ILL ADJUSTED.

In a well-instructed community and a well-arranged school, there is no clashing of authority. Committee, superintendent, principal, and assistants respect each other, and work together for the common good. Any other course is suicidal. It is strange that there should ever be any other. Teaching is so much easier, the machinery runs so much more smoothly, the pupils are so much better taught, when officers work in harmony, and all bear themselves as ladies and gentlemen, that self-indulgence alone would seem to prescribe this course.

Yet other courses are taken. Committees will sometimes issue orders without consultation, and against the judgment of a large majority of the teachers to whom the orders are conveyed. They issue orders which imply in teachers a lack of discretion that ought to be fatal to them; text-books are changed, new departments of instruction are introduced, radically different methods of teaching are attempted by committee or by principals, without request from the teachers, without consulting with the teachers, against the advice and protest of the teachers, and the very teachers who are most closely concerned, and whose hearty co-operation ought to be essential to the success of the experiment.

If the principal of a school is not fit to judge of the text-books and methods proper to his own school, he is not fit to be principal. Yet a member of the school committee in Washington was reported in the morning papers, not long since, to have objected to consulting teachers regarding text-books, on the ground that it was not dignified or desirable for employers to consult those they employed. It seems hardly possible for ignorance and vulgarity combined to go so far. If the assistant teachers are not worthy of being consulted on such topics, they are not worthy to be teachers. Do not parents and teachers alike see that, in all these discords, children are the real suffers? Whatever lowers the dignity of the teacher injures the status of the child. If the teacher has no dignity, it is wrong to impose him upon the child. If parents do not wish their children to be taught by menials, they should not engage menials, nor expect teachers to

play the part of menials. If teachers wish their occupation to be considered as a profession of dignity and honor, they should maintain their own dignity unimpaired, whether against principal, or superintendent, or committee, complaining parent, or each other.

The lamentable fact is that neither male nor female teachers are so well educated that they can afford to throw stones at each other; but when men so far forget propriety as to hurl them at their female assistants, it is the first and most imperative duty of the latter to sacrifice feeling, hit back, and give good measure. Society does not demand educated teachers, and therefore it does not have them. It demands educated lawyers, clergymen, doctors, high school teachers, and therefore it does have them. But it does nothing unreasonable in intrusting the education of a large majority of its children to a man who has failed as a pettifogger, who has broken down as a doctor, or to a girl who could not enter the lowest class of the high school. This is done simply from motives of economy. Women preponderate in schools, not because they soften the boys, but because they cost less than men. One of our Solons thought that, throughout district schools, the idea that there is not money enough to employ gentleman teachers should be dispelled. I should like to see him dispel it. I should like to set him down in a rural district I wot of, and see him convince the parents that it is better for them to pay fifty dollars a summer month to a college sophomore, than thirty to an experienced and successful woman. I should like to see him go into the city wards, and convince the parents that they would find their account in paying to such men as are willing to teach, eighteen or twenty or twenty-five hundred dollars, rather than in employing such women as they can get for six or eight hundred. — From *Our Common School System*, by GAIL HAMILTON.

UNIMPORTANT THINGS.

I have observed, and I wish to emphasize this, that it is common for teachers to spend a great deal of time on unimportant things, and leave the higher faculties undeveloped. I have seen much in the teaching of history, just in this way; to crowd the memory with the dates of unimportant events, a method very good indeed for a show on examination; but ask those pupils questions which will develop their ideas, and you will find but little coming from them. The difficulty is they are not trained to reason upon these things. We can

use the events in history, not simply as a test of memory, but to develop judgment and thought. I have found it a valuable plan to set the class to thinking and forming ideas of their own. I have asked them to name five American generals in the order of their success, and then give the name of five British generals in the order of their greatness. They would name them in quite different orders. Then I would say, "Give me the reasons why you consider the generals the greatest." I have had some grand discussions upon the late civil war. They had thought while studying, not simply memorized, and the result was development. I have no patience with that teaching in grammar which gives a certain model for parsing, and requires that model to be followed precisely; this would only be a dead weight to the pupil. In geography, with regard to the character of the answers required, I object to the plan of requiring that the answer contain the substance of the question repeated. Suppose I ask the question, "What mountains are in the angle between the Hudson and the Mohawk rivers?" You would not stop to go through all the rigmarole of saying, "The Adirondack mountains occupy the angle between the Hudson and Mohawk rivers," but give the answer at once, "The Adirondack mountains," without all that rigmarole. I have no patience with that sort of teaching which spends so much time in drilling upon the exact pronunciation of ah and thu, instead of the thought contained in the reading lesson. In arithmetic there is a model given for nine successive steps, and every single problem must be the counterpart of the one given. These models are well enough in the beginning, but they are carried to the extreme, and the result is, we make parrots of our pupils.

Thoroughness is only a means to an end, but not an end itself. He who has acquired the habit of being thorough in whatever he does, has acquired an education. We are all trying to teach too much, and as our president said, we are hurring our pupils through, and graduating them when they are just getting ready for the work. We should teach them to think, and to think for themselves. — *Central (Iowa) School Journal.*

READING ALOUD.— It is strange that, in a country whose language is stored full of the choicest works of the human mind, and whose population is, as a whole, so well educated, reading aloud as a source of amusement and means of enjoyment is so little resorted to. There are many families, we dare say, where a book, or a chapter of a book,

is never read to the family circle from one end of the year to another. The individual members of the family read, but all the reading done in the family is silent reading. Father has his paper; mother, her tract; Mary, her novel; Johnny, his story of wild adventure. Reading, there is enough of it; but each one reads for himself. There is no reading for the whole, and no grouping of the family into an audience for an evening's enjoyment, such as comes to people who hear a good thing well read.

Only those who have visited in families where the gift of reading was cultivated as a source of family enjoyment, and the custom of reading aloud to the family practised, can imagine what a help and a blessing to the family life such a habit is. Music is well enough in its way, but its range of expression is far narrower than that of reading; and, for that matter, far less practical in its adaptation to the family wants. Then, too, singing requires an instrumental accompaniment, and a piano costs money, and requires too much practice on the part of the performer to be available for the many. The art of reading well is easily acquired and cheaply taught, and the expressions of literature are abundant and varied. If sorrow has fallen on the family, the needed antidote can be found both in prose and in poetry. If fun is called for, then fun can be had at the asking; for the language is so full of humor, so quaint and subtle, that the bare recital of the author's words brings the point out and "sets the table in a roar." History, tragedy, comedy, wit, pathos, sublimity, every spring at which the human mind loves to drink can be opened, and the sweet waters be freely given to every one.

How cozy those home readings may be made! Warmth, light, companionship, culture, happiness, are all included in them. How much you are missing, if reading is not cultivated as one of the means of happiness and pleasure in your family circle! For, in such an exercise, there is quickening for the imagination, appeal to judgment, elevation of feeling, opportunity for criticism, which shall teach the children more literature in three hours than they can learn at school in three weeks. Next to the impulse of love as a means of drawing families together, is the influence of intellectual companionship. Cultivate this, and see how satisfactory will be the result.

THE principal thing in class work is to teach the pupil to think. Avoid routine as much as possible. Do not be more anxious to exhibit to your pupils your own knowledge of the subject, than you are

to draw out the knowledge of the pupil. Do not offer assistance while the question is being answered. Let your pupils stand or fall by their answers. Make haste slowly. Be sure of each step before you attempt the next. Go slow. Be thorough. Do not permit the brightest and most forward of your class to do all the reciting. Devote considerable time and attention to the dull and backward pupils. This course is not always the most pleasant, but it is decidedly for the best interests of the school.—*Normal Teacher.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

TOWN SCHOOL TAX — TOWN TREASURERS.

Q. Have the qualified voters, at their annual town meeting, the right to vote a tax for the support of common schools, under the existing laws?

A. The power of a town to vote a school tax, formerly found in section 2 of chapter 15 of the Revised Statutes of 1858 (and which was also contained in section 76 of the former School Code), was eliminated from said section 2, by chapter 374 of the laws of 1876. Neither in the statutes in regard to towns, nor in those which form the school laws, is any authority to be found for a town to vote a school tax, except the town be under the town system.

Q. Is a town treasurer entitled to any compensation for handling the state school money received from the county treasurer?

A. He is not. Section 840, after enumerating his percentages, etc., says: "He shall have no other compensation."

COUNTY TREASURER.

Q. If an order is drawn by the county board to aid in paying for a county teachers' library, is the county treasurer justified in refusing to pay it, when the amount which the county superintendent may claim for printing, stationery, etc., has not been half used?

A. No authority is given a county board to expend money for the purpose named; nor to apply to that purpose money that is not drawn by the county superintendent. The county treasurer is right in keeping within the law. The legislature would perhaps grant the authority in question.

EXAMINATIONS — CERTIFICATES.

Q. Is a county superintendent obliged to re-examine a teacher who is complained of as deficient in learning?

A. A superintendent may require a re-examination, if he thinks there is good reason for it. He is not obliged to because of vague indefinite complaints. These are not very uncommon. If specific charges are made against any teacher, affecting his moral character, or learning, or ability to teach, the superintendent is to hear and try the same, as provided in section 453.

Q. Should a superintendent refuse a limited certificate to a teacher who can do excellent work in a primary school, and is wanted there, because she does not come up to the required standard for a full third grade?

A. A large discretion must be allowed a superintendent. If there is no need for licensing persons of limited qualifications, it is better not to do it. The case you mention is not exactly of the nature contemplated in section 450, under which superintendents grant a license to teach in a single district. It is conceivable that a person may have great skill and aptitude, as a primary teacher, although not able to pass a very good examination, and that such person might be more useful in a primary school, than many others who could pass a creditable examination. But of any such case the superintendent would be the judge. Knowledge is indispensable as far as it is needed, and the more of it the better; but knowledge without ability to teach is not of much use to a school.

CERTIFICATES AND EXPERIENCE.

Q. Can a county superintendent grant a certificate of a higher grade than the third to an applicant who is young, and without experience in teaching, although possessing the requisite education?

A. The law does not authorize him to require any such condition. After fixing the three grades of certificates, and naming the branches in which the applicants for each are to be examined, it provides that the applicant, "if found qualified, shall receive the certificate appropriate to his grade." A person who does not attempt to teach until he is able to pass an examination for a first grade certificate, must be deemed better fitted to *begin* teaching, without experience, than one who can pass only for a third grade. To fill the higher positions experience may of course be deemed a requisite, by school boards.

MISCELLANEOUS.

Q. Our director is station agent; he has gone to another station,

out of the district, to work, but his family remains here. Can the board regard the office as vacant, and fill it?

A. No; but he should resign, if he cannot attend to his duties, and make a vacancy.

Q. Can a town board of directors adopt text-books?

A. Yes; that power is given them, under section 527.

Q. Can a subordinate teacher suspend a pupil?

A. The case should be laid before the principal, if practicable; if he is absent, or if the school-house is not the same is which he teaches, and the exigency is such as to require summary suspension, it would be justifiable, the subordinate reporting to the principal.

Q. Can a majority of the board hire a person from out the state, the other member and the people objecting?

A. It would not be unlawful. The majority of the board might deem that person better qualified, and better fitted for the school, than any other applicant.

Q. Many refuse to send to school, on account of children coming from a family where there is diphtheria. Can the board exclude those children?

A. Yes; the board should meet, and by resolution forbid the attendance of such children, for the time being, if such attendance is deemed dangerous to the school and community.

Q. District No. 3, of this town, went with territory to form a new town, and was owing a debt for money borrowed from the state, and now "No. 3," in the old town, has been called upon to pay, and has paid, the debt. Have we any remedy?

A. The most feasible remedy would seem to be an act of the legislature, providing that the old No. 3, that owed the money, raise it and pay it to the new No. 3.

Q. Most of the territory of an adjoining district, by act of the legislature, becomes a part of this city, which is one district. What becomes of the school money that is due that district?

A. As the transfer of territory took place after the children of the district had been reported, a proportionate amount of the school money comes with so many of them as come into the district where they now are, and in distributing it, the town clerk to be governed by section 558; it is payable to the city treasurer.

Q. Has the teacher's wife a legal right to attend the school, she being under twenty?

A. Not unless she is a legal resident of the district. If he is but a temporary sojourner there, she is the same.

Q. It is claimed by some that a district is not entitled to school money, if the school was taught by a teacher who held only a "permit," or limited third grade certificate. How is it?

A. The law does not so provide. Such teacher, though of course not very well fitted to teach, is a "qualified teacher" in the eye of the law, and the school was a legal school.

Q. If a lady teacher marries while teaching, is she released thereby from her contract?

A. Whatever obligation she was under, before marriage, she remains under, as to teaching the school.

Q. There being no school in this district, have I not a right to send to an adjoining district?

A. The law does not so provide. Your own district should maintain a school, or be extinguished, and attached to other districts. See sections 437 and 423.

Q. Our teacher's certificate has run out. It is 70 miles to the county superintendent. Can she not finish her school, on her contract? Judge —— says she can.

A. The law expressly provides otherwise. A contract "shall terminate, if the authority to teach shall expire by limitation, and shall not be renewed." (Sec. 438.) A teacher whose certificate is about to expire, should do as those do who have no certificate, but wish to teach, viz.: attend an examination.

CORRESPONDENCE.

SEVERAL letters having been received asking about the three holidays, May 30, June 10, and July 4, it is here answered, in regard to May 30 and July 4, that as they come on Sunday this year, the general statute makes the Monday following, in each case, a legal holiday, and it is just as much so for schools, as any other legal holiday. A law was passed last winter, making the 10th of June, 1880, a legal holiday. It is so for schools, the same as in other cases.

HOW SHOULD a date, say "May 11," be read, May eleven, or May eleventh?

W.

The eleven represents the ordinal, and not the cardinal adjective. That is, we mean by the expression, the eleventh day of May, and not eleven days of May. It is more correct to write, as well as to read, May 11th. Some write, 5-11-80, which, interpreted, is, the 5th month, 11th day, in the year 1880. Curtness is the order of the day. People say "Thanks," not having time to say "I thank you."

EDITORIAL.

WE GIVE below a table for the purpose of showing, for the different counties in the State, besides the assessed value of the taxable property and the amount of taxes raised for the support of the public schools in 1879, the per centage of this property so raised, and the amount of taxes paid for each child of school age:

COUNTIES.	Value of property.	Amount of taxes for school purposes.	Percentage in mills and hundredths of mills.	Amount of taxes for each child.
Adams	$936,917 32	$9,193 77	9.81	$3 58
Ashland	979,825 00	2,600 00	2.66	8 46
Barron	844,270 50	9,236 57	10.94	4 67
Bayfield	550,692 23	1,850 00	3.36	6 82
Brown	6,093,815 65	33,559 16	5.50	2 57
Buffalo	2,877,148 00	23,090 56	8.03	3 72
Burnett	475,059 80	2,583 43	5.43	3 81
Calumet	5,992,422 00	17,477 50	2.92	2 75
Chippewa	5,068,053 00	38,412 11	7.59	8 31
Clark	2,890,887 00	21,796 47	7.54	6 80
Columbia	9,928,863 00	51,073 10	5.14	4 64
Crawford	2,293,415 00	17,319 86	7.55	2 77
Dane	19,577,952 00	76,931 60	3.93	3 82
Dodge	18,377,220 00	53,035 49	2.88	3 77
Door	1,520,904 00	11,479 40	7.55	2 97
Douglas	378,291 00	932 17	2.47	3 73
Dunn	3,629,300 00	27,977 07	7.71	4 76
Eau Claire	6,841,966 00	31,656 48	4.62	5 71
Fond du Lac	19,346,102 00	63,450 64	3.27	3 11
Grant	8,956,949 00	52,351 03	5.84	3 48
Green	8,414,175 00	34,309 11	4.07	4 12
Green Lake	4,598,697 00	19,084 58	4.14	3 53
Iowa	6,931,521 00	55,446 29	7.99	5 83
Jackson	2,523,539 00	12,643 84	5.01	2 69
Jefferson	11,287,963 00	40,357 12	3.57	3 07
Juneau	2,343,530 00	19,477 53	8.31	3 36
Kenosha	6,034,631 00	21,807 18	3.61	4 21
Kewaunee	3,412,721 00	16,658 11	4.88	2 51
La Crosse	5,926,504 00	41,130 85	6.94	4 37
La Fayette	7,227,771 00	32,048 42	4 43	3.73
Lincoln	1,462,015 00	1,912 08	1.31	4 11
Manitowoc	10,487,003 00	45,638 12	4.35	2 79
Marathon	3,699,996 00	20,593 89	5.56	3 99
Marinette	1,527,490 00	8,781 19	5.75	4 21
Marquette	1,649,817 00	8,913 61	5.40	2 40
Milwaukee	47,282,073 00	210,339 93	4.45	4 64
Monroe	4,078,337 00	31,296 48	7.67	3 83
Oconto	1,511,100 00	12,708 47	8.47	4 10
Outagamie	7,552,559 00	37,634 79	4.98	3 51
Ozaukee	6,773,488 00	17,940 15	2.65	2 65
Pepin	1,026,037 00	7,372 46	7.18	3 19
Pierce	4,037,098 00	25,132 29	6.22	3 81
Polk	1,612,328 00	13,246 93	8.21	4 07
Portage	2,309,444 00	20,056 99	8.68	3 21
Price	1,251,536 00	2,500 00	1.99	27 47
Racine	15,251,517 00	47,144 14	3.09	4 26
Richland	2,864,704 00	20,892 62	7.26	2 97
Rock	18,735,325 00	75,969 10	4.05	5 71
St. Croix	5,420,999 00	32,873 53	6.06	5 32
Sauk	6,157,928 00	40,479 26	6.57	3 91
Shawano	2,967,200 00	9,443 86	3.17	3 05
Sheboygan	13,940,261 00	38,057 56	2.73	2 72
Taylor	1,111,953 00	5,133 52	4.61	9 87
Trempealeau	3,405,962 00	21,928 21	6.41	3 39
Vernon	3,325,384 00	22,705 87	6.83	2 52
Walworth	13,427,554 00	44,261 82	3.29	4 33
Washington	10,336,557 00	26,082 63	2.52	2 74
Waukesha	15,308,374 00	38,931 49	2.54	3 67
Waupaca	3,783,401 00	24,188 91	6.39	3 07
Waushara	2,379,787 00	14,427 50	6.06	2 93
Winnebago	13,705,174 00	57,722 34	4.21	3 83
Wood	1,659,759 00	12,189 23	7.34	4 33
Amounts and averages	$406,303,185 00	$1,842,258 86	Av., 4.53	Av., $3 81

The items in the above table are taken from the most reliable statistics reported last year to the Secretary of State and the State Superintendent. They are given in this compact form so as to show most readily the inequalities of taxation, both per dollar of property and per child of school age, in all the counties in the State. The statistics from the cities are included in those of the counties in which they are located.

On examining the last two columns, the following facts will be discovered:

1. The most recently and sparsely settled counties pay, as a rule, the least amount of tax on the assessed property, and the largest amount for each child.

2. The oldest, most densely populated, and the most wealthy counties generally, are taxed below the average of 4.53 mills on the dollar, and near $3.81, the average amount paid for each child.

3. The counties between these extremes pay, as a rule, the highest rates on this property and somewhat below the average for each child.

These facts mean, in a general way, that the people in the counties best able to meet their taxes for school purposes, pay the least, on each dollar assessed; and that those with the least property and the largest ratio of children to educate, pay the most. Can any better argument be adduced in favor of a State tax, which shall aid in equalizing in all the counties, at least, a portion of the vast sum of money raised each year for the maintenance of public schools? Is the education of the children in a community an advantage to that community alone, and should it be paid for by that community alone? Is it not also for the highest well-being of the State, and should it not be supported in every part of the State?

THE NEW EDITION OF THE SCHOOL CODE has been printed. As we have before announced, this has been carefully revised in every part. It contains all the amendments to the school laws, passed since the revision of the statutes in 1878, and the comments on some sections have been considerably extended. This edition, though somewhat enlarged and modified, does not render invalid the one issued two years ago. Hon. David Atwood, the State Printer, has published several hundred bound copies of the work, to be sold at *fifty cents* per copy to those who apply for it. This arrangement was effected to accommodate those, especially the teachers of the State, who cannot be supplied from the office of the State Superintendent.

ELSEWHERE in this number of the JOURNAL is found the programme of the Annual Meeting of the Institute Conductors, the first week in July, at Madison. So necessary is it that the subjects presented in the Institute Syllabus for this year should be carefully examined, that all the exercises of this meeting are confined to the exposition of these subjects. The primary work required by this syllabus, is quite difficult for those who conduct our institutes, to grasp and present successfully before the teachers of the public schools. It is, therefore, imperative for those who give any institute instruction next August, or next fall, to attend this meeting and participate in the exercises.

Without doubt, arrangements will have to be made for holding at least fifty-five institutes in the next series. It is expected that more applications will be made for institutes in October and November than were held last year in these

months, and so the demand for conductors in August will not be so great as it was last year. Besides, more county superintendents will assist the principal conductors, or will provide assistance, not at the expense of the State, in instructing their teachers. The Institute Committee have engaged the services of Prof. J. Q. Emery, of Fort Atkinson, to labor for them through the entire institute season, this coming summer and fall and next spring. He will be employed twenty weeks in this work. This, in effect, is placing a fifth regular conductor in the field. At present, no one can determine how many irregular or assistant conductors will be required in August and the first part of September. By the first of this month, thirty-four applications for institutes have been received from the county superintendents, nearly all of which must be granted

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THE UTILITY of the scheme of instruction devised for the institutes this year, was thoroughly tested in the spring series by regular conductors. The testimony is unanimous from the teachers who attended these institutes, as well as from the county superintendents who held them, that no more practical and instructive work has ever been performed through this agency for improving our schools. The most experienced teachers, especially in our county schools, are the warmest in the praise of the scheme. This should encourage and stimulate all the superintendents who will arrange for the summer and fall series, to use their best efforts to secure a large attendance in their counties, upon the institutes. They may be assured that the instruction is fresh, novel, and not trivial, while it is largely confined to the needs of the pupils in the primary classes. It reaches down to the foundations of the public school work. We saw last spring strangers at the sessions of some institutes, exhibiting at first ill-concealed contempt at the simple, and elementary subjects under discussion; but as the exercises progressed, they would become intensely interested and remain for hours listening to the remarks of the conductors and the answers of the teachers. A number of the superintendents who were furnished in the spring with institutes, have written requesting that the same work may be done for them elsewhere in their counties this summer or fall.

EDUCATIONAL MEETINGS.

STATE TEACHERS' ASSOCIATION.

The Twenty-Eighth Annual Session of the Wisconsin Teachers' Association will be held at Madison, July 6th, 7th, 8th, and 9th, 1880.

PROGRAMME.

TUESDAY EVENING, JULY 6TH.

8:00. OPENING EXERCISES.

LECTURE — Some National Experiments in Education — Prof. JOSEPH EMERSON, Beloit College.

WEDNESDAY MORNING, JULY 7TH.

9:00. OPENING EXERCISES.
PRESIDENT'S ADDRESS.
The Developing Method — Supt. C. F. VIEBAHN, Manitowoc.
Some Incalculable Elements of School Work — Pres. J. W. STEARNS, Whitewater.
Primary Teaching, Illustrated by Class Exercises — Miss MARY BRAYMAN, Platteville.

WEDNESDAY AFTERNOON.

Superintendents' Meeting.

2:00. Organization and Roll Call.
2:15. ADDRESS — Hon. W. C. WHITFORD.
2:45. Proper Tests in Teachers' Examinations, and How Exercised — Supt. M. S. FRAWLEY.
3:30. Teachers' Libraries — Supt. D. D. PARSONS.
4:15. Superintendents' Duty and Action toward the Course of Study for Ungraded Schools — Supt. AGNES HOSFORD.

J. T. LUNN, *Chairman of Committee.*

WEDNESDAY EVENING.

8:00. LECTURE — Rev. HENRY T. ROSE, Milwaukee.

THURSDAY MORNING, JULY 8TH.

9:00. OPENING EXERCISES.
The Teacher's Qualifications — Supt. J. J. SOMERS, Milwaukee.
The Methods of Teaching German — Prof. W. C. SAWYER, Lawrence University.
The Province and Function of a Normal School — Pres. G. S. ALBEE, Oshkosh.
The Kindergarten — Rev. J. B. PRADT, Madison.

THURSDAY AFTERNOON.

2:00. Walks in and about Naples — Miss ETTA S. CARLE, East Troy.
Natural Science in Schools — Prof. SAMUEL CALVIN, Iowa State University.
REPORTS OF COMMITTEES.
ELECTION OF OFFICERS.
MISCELLANEOUS BUSINESS.
All papers presented will be open for discussion.

THURSDAY EVENING.

Visit to Washburne Observatory.
Remarks and Explanations by Prof. JAMES C. WATSON.

FRIDAY, JULY 9TH.

EXCURSION TO THE DELLS OF THE WISCONSIN.

EXHIBITORY DEPARTMENT.

The State Agricultural Society has made arrangements for an exhibit of work in the schools of the State. Liberal premiums are offered. The fair will be held at Madison, September 6th to 10th. It is earnestly desired that schools preparing work for the State Fair will exhibit the same at the Teachers' Association. Information will be furnished by Supt. John S. Dore, Neillsville, or Gen. George E. Bryant, Madison.

The sessions of the Association will be favored with music, under the direction of Prof. T. H. Brand.

The Senate Chamber and adjoining rooms will be placed at the disposal of the Association.

The hotels will entertain teachers at reduced rates. The Park Hotel will charge $2; the Vilas House, $1.50 and $2; the Capital House, $1; boarding houses, $1 per day.

All the Railways of Wisconsin will return at one-fifth fare, all actual members of the Association who pay full fare to Madison.

The expenses of the excursion to the Dells of the Wisconsin will be moderate.

Teachers desiring to make an excursion around the lakes can take boats at Milwaukee on the 10th and 14th, at the same rates originally offered by Messrs. Leopold & Austrian, of Chicago.

W. H. BEACH, Beloit,
President.
W. H. CHANDLER, Sun Prairie,
Chairman Ex. Com.
F. W. ISHAM, Elkhorn,
Secretary.

June 1, 1880.

ANNUAL MEETING OF INSTITUTE CONDUCTORS,

July 5th and 6th, 1880,

IN THE HIGH SCHOOL BUILDING, MADISON, WIS.

PROGRAMME.

Monday, July 5th.

FORENOON.

1. 9:00 o'clock.—Devotional Exercises.
2. 9:10 o'clock.—Organization.
3. 9:15 o'clock.—Teaching the First Reader, Prof. Rob't Graham.
4. 10:15 o'clock.—Primary Arithmetic, Prof. A. J. Hutton.
5. 11:15 o'clock.—Penmanship taught Primary Pupils, Prof. Jesse B. Thayer.

AFTERNOON.

6. 2:00 o'clock.—United States History and Government, Prof. Albert Salisbury.
7. 3:00 o'clock.—Primary Geography, Miss. Rose C. Swart.
8. 4:00 o'clock.—Spelling taught Primary Classes, Prof. J. Q. Emery.

EVENING.

9. 8:00 o'clock.—Introduction of the System of Grading Country Schools, Prof. Rob't Graham.

10. 8:45 o'clock.—Programmes and Records for Grading Country Schools, Supt. James T. Lunn.

Tuesday, July 6th.

FORENOON.

11. 9:00 o'clock.—Devotional Exercises.

12. 9:10 o'clock.—Teaching numbers to Primary Pupils, Miss. Mary Brayman.

13. 10:10 o'clock.—Drawing, Prof. A. J. Hutton.

14. 11:10 o'clock.—Language Lessons, Prof. Jesse B. Thayer.

AFTERNOON.

15. 2:00 o'clock.—School Organization, Prof. J. Q. Emery.

16. 3:00 o,clock.—General Exercise in teaching History to Primary Classes, Prof. Albert Salisbury.

NOTES.

1. All the exercises are confined to the discussion of subjects contained in the Institute Syllabus for this year.

2. It is expected that the first half of the hour assigned to each subject, will be occupied by the person named in the programme; and that the last half will be devoted to a general discussion of the subject, and in this all the conductors will participate.

3. The persons appointed to assist the regular conductors in holding the institutes next summer and fall, are expected to be present and take part in the exercises.

4. All the conductors are requested to be in attendance at the opening of the meeting, Monday morning. It may be necessary for most of them to reach Madison at the close of the week previous.

5. One-half of the actual expenses of the conductors in traveling to Madison, and returning home, and all their expenses in attendance upon the meeting, will be paid by the Board of Regents of Normal Schools.

W. C. WHITFORD,
W. H. CHANDLER,
WM. E. SMITH,
Institute Committee.

Madison Wis., May 24, 1880.

NEW PUBLICATIONS.

MASTERPIECES OF ENGLISH LITERATURE. By William Swinton, Author of "Harper's Language Series," etc., with Portraits. New York: Harper & Brothers.

SHAW'S ENGLISH LITERATURE is a very readable book, more so than most of the similar manuals which preceded or followed it. But most of the compilers of these books do not seem to have been aware that it is simply impossible to

take any satisfactory survey of the whole field of English Literature in a single small volume; as much so as to paint a great battle upon a single canvass. Mr. Swinton is wiser than this. He gives us some master-pieces from forty of the master spirits of our literature, from Shakspeare to Huxley. This is much better than the usual collection of good, bad, and indifferent, and is one great merit of the compilation. But he doubles the value of the volume by giving us characterizations of these forty masters by some of the best critics or essayists; by men competent to do them justice. Thus Johnson tells us about Shakspeare, Taine about Bunyan, Channing about Milton, Choate about Webster, and Alcott about Emerson. The Portraits are life like, and add much to the charm of the book, from which you turn with a fresh glow of enthusiasm for the literature of your mother-tongue, and of admiration for its masters. We predict that this manual will have a more stimulating and fruitful effect in the class-room than most of those in use. The other portions of the editor's work, such as definitions, introductions, analyses, notes, etc., are mostly well done. We should say a little more common information might have been taken for granted, but on the whole we are highly pleased with the book.

THE TEMPERANCE LESSON BOOK. This book consists of a series of short lessons on alcohol and its action on the body, and is designed for reading in schools and families. It is written by Dr. Benj. W. Richardson, Fellow of the Royal College of Physicians, of England. It is issued by the National Temperance Society and Publication House, of New York, and contains two hundred and twenty pages. The work is divided into fifty-two lessons, each of which presents a distinct subject in a most clear and orderly statement, and is followed by a set of questions covering the points discussed. The spirit of great candor prevades every sentence. The author exhibits a masterly comprehension of the subject in its details, and, as a whole, the treatment is largely scientific, and yet is not divorced from a vigorous moral sentiment. This book furnishes the most complete and satisfactory discussion of the nature of alcohol, and its effects upon the human system, that we have ever read, and is from a source entitled to the highest respect. It is impossible to escape from his conclusions. It should be read by hundreds of teachers in charge of the youth of our State, and especially by many thousand young men growing up in our high schools, Normal schools, and colleges.

SEA SICKNESS is treated in a practical sensible way by Dr. Geo. M. Beard, an eminent physician of New York, in a little book of seventy-five pages, in flexible cloth, which costs fifty cents. The doctor speaks from experience, from observation and from the result of extensive experiments, and shows how the trouble, which is an affection of the nervous system, caused by the motion of the ship, may be prevented or greatly relieved. Those about crossing the water will want it. Address E. B. Treat, 757 Broadway, New York.

THE OYSTER, CLAM, and other common mollusks are treated upon by Prof. Alpheus Hyatt, in No. 6, of the Guides for Science-Teaching, issued by Ginn and Heath, Boston. Sixty-five pages of letter press, and sixteen more of illustrations, carry the reader from the clam, and oyster, to the squid and octopus. These science primers are admirable for teachers who would enlarge the horizon of knowledge for themselves and pupils, and find delight as well as profit thereby.

A THOUSAND REGENT'S QUESTIONS in Arithmetic, with the same on slips of card board, and a key to the questions, are published, together with the other Regent's Questions used in New York, by Davis, Bardeen & Co., Syracuse, N. Y. The price of the book with key, and the box of cards, is $1.00. The whole eight series of questions in the common branches are eminently practical and useful, whenever questions need to be used, in examinations.

THE NORTH AMERICAN REVIEW for June contains Popular Fallacies about Russia, a timely article by E. W. Stoughton, our late minister to that country; Divorces in New England, which touches evils by no means confined to that region; McClellan's Last Service to the Republic, Part III; Has the Southern Pulpit failed? An answer to the Rev. David Swing; Caste at West Point, and notices of some interesting publications. The Review is $5.00 a year, single number fifty cents. Published by D. Appleton & Co., New York.

THE ART OF SECURING ATTENTION, by Joshua G. Fitch, is No. 4 of School-Room Classics. Published by Davis, Bardeen & Co., Syracuse, N. Y. It contains many good hints for teachers who fail in the matter indicated, and can be obtained by sending the publishers fifteen cents.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

Congress continues in session, doing practically nothing. All political interest for the past month has seemed to center upon the impending presidential nominations.

Postmaster General Key has resigned to accept a U. S. Judgeship in Tennessee; and Horace Maynard, now Minister to Turkey, has been appointed Postmaster General in his stead. General Longstreet is to succeed Mr. Maynard at Constantinople.

President Hayes has again vetoed an appropriation bill, on the ground that a political "rider"— a clause relating to the supervision of elections — was improperly attached thereto.

Not the least important event of the month has been the quadrennial General Conference of the Methodist church, at Cincinnati. Four new bishops were elected, viz.: Drs. Cyrus D. Foss, Henry W. Warren, John F. Hurst, and Erastus O. Haven.

THE MONTH ABROAD.

The Russian Government has been engaged in the trial of Nihilist prisoners. Two were sentenced to death, and a number of others to hard labor or banishment to Siberia.

Bismark is having trouble with the Reichstag, or German House of Representatives. Two of his measures have met with defeat.

Much interest attaches to the movements of the new British Cabinet, especially

with respect to Turkey, over which England assumed a sort of protectorate by the Treaty of Berlin, in 1878. Ever since that time, affairs in Turkey have been going from bad to worse, the Turkish government having fulfilled none of its pledges of reform. A new English Minister, Mr. Goschen, has been sent to Constantinople in place of Sir Henry Layard, who has been thought too leniently inclined toward the Turks. An incipient revolution is reported in Albania, the Illyria of ancient history, against the Turkish rule and against the delivery to Montenegro of a strip of Albanian territory ceded by the Treaty of Berlin.

A terrible famine exists in Armenia. It is said that the suffering is far greater than anything in Ireland, and the distress in Ireland is by no means ended.

THE JESUITS IN FRANCE.

The Jesuits, or Society of Jesus, form the most famous and influential of all the orders of the Roman Catholic church. The order was organized in 1540 by Ignatius Loyola, and several associates, including Laynez and Francis Xavier. In addition to the vows of chastity, poverty, and obedience, common to all monastic orders, he instituted a fourth, by which the members bound themselves to go on any missionary undertaking to which the Pope might appoint them.

The original purpose of the society was the prosecution of missionary labor in remote and difficult fields, but its aims were soon modified, so that it became the especial supporter of the absolute power of the Pope as against Protestants, kings, bishops, or opposers of any sort.

The order, by reason of its thorough discipline and peculiar advantages, soon became very prominent in the educational work of the church, while it also worked itself deeply into the political affairs of the world. The Jesuits became the agents of papal intrigue and aggression in every court of Europe, and thus came often into disfavor with the temporal authorities. They were expelled from Portugal in 1759, from France in 1764, from Spain in 1767; and in 1773 Pope Clement XIV dissolved the whole order. It was not fully reestablished until after the fall of Napoleon, in 1814.

The great missionary labors and sacrifices of the Jesuits in Japan, China, North and South America, and other countries, have excited the admiration of the world; but it is in their work as educators in civilized countries that they have been most influential and most feared.

They are especially fitted for this work by their peculiar system of training, which "exhibits the most profound knowledge of the human heart, and the most correct appreciation of the religious instincts and impulses of mankind." In France alone, during the past thirty years, they have graduated more than 60,000 students, and have given instruction to ten times that number, or 600,000. Their schools, moreover, are probably the best in France. It is not strange, therefore, that French republicanism fears the results of this immense influence constantly at work upon the youth of the nation.

The Ferry Educational Bill of which so much has been written in the past few months, was a measure designed to place the control of public instruction completely under the control of the State by giving it the sole power to confer

degrees. It is as if the State of Wisconsin should require all graduates of private schools and colleges to receive their diplomas at the hands of the Faculties of the State institutions upon examinations by them. It also strikes at the Church schools by depriving them of State funds and in other ways

The famous 7th clause provided that no one should be permitted to engage in teaching in any way who belonged to any religious order not authorized by the State. This was aimed especially at the Jesuits. This clause was defeated in the National Assembly, in direct opposition to the wishes of the Cabinet or Ministry.

Thereupon, the government proceeded to revive the old decrees, or laws, against the Jesuits; and they are to be expelled from the country, leaving behind them twenty-seven flourishing colleges and a great number of secondary schools.

Meanwhile, the government is organizing new State schools, having established about seven hundred in the past year.

NOTES.

THE COMMENCEMENT exercises of the Fox Lake Seminary will be held Wednesday, June 16th.

THE NINETEENTH ANNUAL MEETING of the National Educational Association, will be held at Chatauqua, New York, July 13, 14, 15, and 16, 1880.

AT THE SPRING EXAMINATIONS in Dunn county, there were 134 applicants, of whom 99 received third grade certificates, and one second grade.

PROF. GRAHAM, of Oshkosh, conducts, in August, for two weeks, an institute in Cedar county, Iowa. He is assisted by two teachers in that State.

MARSHALL ACADEMY, F W. Denison, Principal, has been placed upon the accredited list of the State University, for the ancient classical course.

THIRTEEN STUDENTS graduate in the different courses of study at the commencement exercises of Milton College, Wednesday afternoon, June 30.

FIFTEEN students graduate at the Lawrence University, Appleton, July 14. The Commencement week of this institution promises to be very interesting.

JOHN S. DORE, superintendent of schools of Clark county, had a slight stroke of paralysis Tuesday, May 25th. It was general, producing complete prostration of mind and body for a short time. His physicians effected speedy relief, and an early restoration to health is confidently expected.

JAMES MACALISTER, ESQ., was elected, May 4th, the Superintendent of the public schools of Milwaukee, receiving 19 out of 26 votes in the Board of Education of that city.

THE COMMENCEMENT exercises of the several normal schools occur as follows: River Falls, Friday, June 11th; Whitewater and Oshkosh, Thursday, June 17th; and Platteville, Thursday, June 24th.

PROF. FUNK, principal of the high school at Bay View, writes: "School work is prospering. The board have employed an additional teacher this term, on account of increased attendance."

SUPT. DE MOTTE, of the Deaf and Dumb Institute at Delavan, attended the convention of the principals of similar schools, held the last week in May, at Northampton, Mass. Prof. Cochrane acted as superintendent *ad interim*.

REPRESENTATIVE BALLOU, a Rhode Island man, last month introduced into the House a joint resolution providing for a commission to report on the amendment of the orthography of public documents. It provides for the appointment of a commission of seven members to inquire what amendments in orthography may be easily introduced into public documents and schools of the District of Columbia, and accepted in civil service examination, and whether it is expedient to invite the government of Great Britain to unite in constituting a joint commission to consider such amendments.

THE Plymouth *Reporter*, of February 26, contains the following item:

Prof. W. J. Brier opened his night school for instruction in penmanship and arithmetic on Monday evening. His class numbers over sixty and is only limited by the capacity of the high school room, he having applications beyond the accommodations thus afforded. The term will consist of twelve evenings of instruction. Those of our young people who are fortunate enough to be members of the the class, will be greatly benefited, as none are better competent for instruction in the work undertaken than Prof. Brier.

A LATE number of the *Spike*, published at Lake Mills, contains this item in respect to the public schools in that village:

"School closed on Friday for two weeks vacation. With the close of school terminated Prof. Gould's first term as principal, and the district is certainly to be congratulated upon obtaining such a thorough teacher, combined with a perfect gentleman. From the day that Prof. Gould entered the school-house until the present time he has had but one purpose, and that was the best interest of the scholars. Some of them did not like his methods, and showed signs of rebellion, but they were only temporary, and now the best of feelings exist between teacher and scholars. During the spring term Prof. Gould will be able to do a better work than during the winter term, for he has succeeded in grading the school, and getting it into proper condition and shape to be run as a graded school.

REPUBLICAN France is making the most heroic efforts to educate her people. From 1871 to 1877, the ordinary expenditures of primary schools were increased *thirty-four* per cent. The subsidy of the government to primary schools was, in 1871, 8,620,000 francs; in 1878 it was 15,647,000 francs; in 1880, it was about 20,000,000. The increase in the communal taxes for educational purposes, from 1871 to 1877, was above *forty-four* per cent., and in those of the departments, *forty-seven* per cent. Besides this, an immense sum has been expended in building and repairing school-houses. Nothing like such zeal in the work of education has ever been known in the previous history of France. A distinguished French statesman some time since said, in addressing a body of teachers, that "The recent humiliation of France was more owing to German school-masters than to German soldiers, and that it remained for French school-masters to redeem the lost honor." It would really seem as if France had determined to carry into effect that sentiment.

SEVERAL YEARS since we became acquainted with a gentleman in New Jersey, who had invented a barometer constructed of pieces of wood, on the same principle as the one described below, and it was then in successful use by him:

On board a Mexican steamer recently arrived at Mobile, was a barometer of very simple construction, but of greatest accuracy. It consisted only of a long strip of cedar, very thin, about two and a half feet in length, about an inch wide, cut with the grain, and set in a block, or foot. This cedar strip was backed, or lined, with one of white pine, cut across the grain, and the two were tightly glued together. To bend these when dry is to snap them, but on the approach of bad weather the cedar curls over until the top at times touches the ground. This simple instrument is the invention of a Mexican guitar maker, and such is its accuracy that it will indicate the coming on of a storm fully twenty-four hours before any other kind of barometer known. If this instrument acts as described, there could easily be a scale made by comparison with a mercurial barometer, and it could be used in place of a mercurial. It, we doubt not, would be much cheaper also, placing it within the reach of persons now unable to possess a mercurial or aneroid barometer.

A COMMITTEE of prominent citizens in St. Paul, Minn., was recently appointed to examine the work done in one of the public schools of that city; and in the report published in the *Pioneer Press*, occurs the following recommendation in reference to text-books:

"One more thing, of the highest importance to all the public schools in the county, in the briefest terms, but with the hope it will arrest attention and secure further discussion. In the system of rivalry by numerous publishing houses to produce and introduce for their gain, into the public schools, new series of text-books, it has not been possible to aim simply at the production of the best books, but to secure novelty, much that was good in others had to be sacrificed; and when they could go no further in changing rules and definitions, and methods, matter has been introduced, especially in the grammars, that it were well to omit; and to your committee, it seems that great good would be accomplished by the appointment of a federal commission, composed of quite a number of the best practical educators, in various grades, in the country, who should, once in ten years, examine by sections and report on all text-books submitted, and those recommended (the necessary change in laws having first been effected), should be, by act of Congress, made the only books to be used for ten years throughout the United States. We would have better books, by far; would have uniformity in methods of calculation and in pronounciation. Millions of money would be saved to the parents, and then those out of school could still assist in their studies those yet in. Now in five years, we find the text-books so totally changed that it is difficult at times to render much assistance."

STATE SUPT. SHANNON, of Missouri, says: "The text-book question is becoming a serious one. Under the law a condition of things is growing up infinitely worse than the old evil of frequent change and attendant cost. In 1875, when the law first went into operation, I pointed out most of its glaring defects and urged amendments. These recommendations were repeated in 1877, and

again in 1879, but the book agents, who were pleased with the advantages this law gives them, were promptly on hand, and defeated the proposed changes. The evils flowing from the law are three-fold. First, the war of book factions unduly excites the communities at large, and they imagine their dearest rights and liberties are about to be wrested from them. This produces discontent and dissatisfaction with the public school system. Secondly, the influence of the persuasive means adopted to secure the spoils in the selection for five years, is demoralizing and corrupting in the extreme. Bribery, direct and indirect, with liberal hand, sowed the seeds in the contest through which we have just passed, which will produce a luxuriant harvest of corruption. Thirdly, the strife of book concerns debases the whole subject of education in many minds to one exclusively of dollars and cents, and its ending leaves bitterness and divisions from which no one reaps any advantages, except the victorious book house and those it paid to secure the results. As I view the subject, the tendency of the present law is evil, with scarcely a redeeming feature, and certainly unattended with a compensating good."

SUPT. RATHBUN, of Buffalo county, publishes in the *Journal* at Alma, a report of his spring examination of teachers. In it occurs this statement:

By comparing the standing above with those of other examinations it will be seen that they are generally much higher. There are undoubtedly exceptions; some are content to receive just the "pass mark." This increase of standing, and a greater number who read educational journals, are convincing evidence that our teachers are endeavoring to improve their qualifications that they may more satisfactorily perform the duties devolving upon them. This effort should not go unappreciated, but when they among others, ask for employment, the preferences should be given to those who are showing an interest in their work. Some must be rejected, and it is only justice to the industrious and ambitious ones that the negligent and indifferent be turned off. It is difficult to keep a certificate from the latter as long as they succeed in reaching the required standard. If district boards and the people will appreciate the efforts of the teachers and will pay them wages accordingly, the inferior ones will soon be weeded out and our class of teachers be much improved; if the teachers improve, our schools cannot help improving.

SUPT. F. W. PARKER, of the Quincy schools, Mass., presents the following points in his system, which has come so prominently into notice:

1. I was placed in absolute control of the Quincy schools four and one-half years ago — absolute to this extent: All methods and manner of teaching, courses of study, examinations, books to be used, appointments and removals of teachers. In this the committee have kept faith, and supported me at every step.

2. I gave the same freedom to my teachers. They use methods, ways, and means that they understand, and believe in. They are crippled by no absolute standard of results. Examinations are simply indications of progress, and take their place in relative importance with other tests. Real mind development, and the attainment of real skill are absolute demands made upon teachers, giving *plenty of time*, and considering adverse conditions both of poor preparation of pupils, and lack of teaching and training power on the part of teachers. Quality, and not quantity, is the demand. When a teacher fails, after reasonable assistance, he or she resigns.

3. My *principal work* is to teach and instruct my teachers. This I try to do by lessons, lectures, private interviews, books, and by teaching classes of children continually, in order to show how work should be done.

My main reliance for the perpetuity of good work is in slowly leading teachers to understand the *principles of teaching*. If principles are understood, methods will take care of themselves.

4. We will try to learn a subject, or to attain a skill, by constantly *doing;* that is, we learn writing by writing; spelling by spelling; English by constantly trying to use good English.

5. We try to make all work a unit — one thing helping *all* the others. Language is taught as one branch — all its parts at the same time — oral language and written with all that pertains to them.

6. I buy all reading books, and have a circulating library of 120 sets of books — 25 in each set — of the best readers, magazines, histories, etc., published. Each teacher has all the reading matter she desires.

7. My reliance for filling vacancies is upon a class of pupil teachers, who are constantly working in our schools without pay. When I am sure that they can teach and control a room, I recommend them.

8. So far as I know, we have nothing new in our schools. The same methods have been used for years in Germany and in this country. Please to say that we claim nothing new, nothing finished, nothing that is not founded upon well-known, and orthodox principles.

So far as results are concerned, I must leave that to others to say. I am satisfied with the beginning, for that is all that we have made — *a beginning*.

THE following item was prepared for the May number of the *Journal*, but was crowded out in making up the form:—

EX-STATE SUPERINTENDENT SEARING has been engaged as Principal of the State Normal School at Mankato, Minnesota. He enters upon his duties next August. His many friends in this State will congratulate both him and the managers of the school, upon the arrangement. His experience in the public school work, his scholarly abilities, his executive skill in the management of educational affairs, and his superior insight into the operations of a successful school, all abundantly qualify him to win new distinction in the charge of this Normal School.

SUPT. TOBIN, of Waushara county, writes: "I have completed my spring examinations. Of the 122 who applied for certificates, 69 failed to make the required standing, while 20 of the 53 who passed were awarded six months certificates, and with the understanding that they would be rejected if no improvement be made at the end of that time."

WE would respectfully call attention to the excursion party which is being organized to visit Colorado, during July next. We believe that such a trip would afford needed rest and recreation, and at the same time prove both pleasant and profitable. For further information you are referred to Wm. E. Cole, Fond du Lac, Wis., who has the matter in charge.

PROF. HOSEA BARNS has assumed the editorial charge of the *Kenosha Telegraph*. He announces that he will conduct an independent Republican and family newspaper. In an item he says: "We do not mean to allow the schools of our county or city to suffer from lack of interest on our part." This is just what we should expect from the Professor. We wish him a large measure of success in his new enterprise.

THE agency of Sheldon & Co., N. Y., publishers, has been removed from the corner of Clark and Adams streets, to room No. 35, Central Music Hall Building, corner of State and Randolph streets—a very convenient and accessible and attractive location. Here the gentlemanly agent, Mr. S. S. Ventres, will be happy to see all who may favor him with a call, or who wish to examine the publications which he represents.

SUPT. MAHONEY, of Kenosha county, says:

Many of our school-houses do not contain blackboards enough. The day has gone by when a board two feet by five will answer for a blackboard. Map drawing is a fixed fact in many of our schools, and plenty of room is necessary for this exercise. Primary pupils can learn more from blackboards and slate than from books. In some school-houses blackboards cannot very well be put on the walls, owing to the kind of plaster; but good canvass can be bought, which will answer every purpose.

A NOTE from D. E. Mahoney, principal of the public school at Ontairo, Vernon county, informs us that the spring term of the school opened April 5th, with the largest attendance during the present year. A fine addition is made by the non-resident pupils. Last fall a literary society was organized in the place, and it holds weekly meetings, at which are presented exercises in music, select readings, declamations, and essays. These meetings have proved to be very interesting and profitable.

THE RIVER FALLS PRESS of May 20th contains a very interesting item on the educational history of that place. It gives an account of the rise and progress of the old Academy, the State Normal School, and the public school located in that village. Accompanying it is the excellent plan of the building which will be erected this summer for the last named school. Villages wishing to build an edifice, two stories in height, with accommodation for four or five departments, and with superior facilities for warming and ventilation, would do well to study the arrangements of this building.

SUPT. WEST, in a letter received too late for last month, says, "Our teachers' institute, held at Evansville, commencing April 5, was attended by 84 working members, a majority of whom expressed themselves as being well pleased with the plan of the work and greatly benefited by the instruction given. Prof. Salisbury, though somewhat indisposed and fatigued when he came to us, did not fail to awaken a deep interest in the subjects presented, and to hold the attention of the members to the last. The lecture by the the State Superintenpent was attended by a large and appreciative audience."

WE have been favored with several visits from Hon. C. W. Von Cœlln, State Superintendent of Public Instruction of Iowa, who has been in attendance as a Commissioner upon the Presbyterian General Assembly, held last month at Madison. He is now serving on his third term—a vigorous, thoroughly competent, and faithful officer. He was educated in the University at Berlin, Prussia, and has taught in the high schools and colleges of his adopted state. He has enjoyed greatly the sessions of the Assembly, in whose proceedings he has taken an active interest.

REV. THOS. R. WILLIAMS, D. D., a professor in the Alfred University, New York, has accepted the position of acting president in Milton College, this State. Prof. Albert Whitford has filled this position for the past two and a half years; but, on account of poor health, he declined to act longer therein. He will be retained in the institution, with which he has been so long connected, as the professor of mathematics. Dr. Williams has had a long and successful experience in teaching, is endowed with a vigorous and brilliant intellect, and has acquired the best culture which the highest institutions of this country afford. His administration will be eminently acceptable.

THE BOARD OF EDUCATION in Kenosha appointed a committee to visit the schools of that city during the examinations at the close of the winter term. In reference to the high school, the committee report that one of the most prominent features of the school manifest, was the thoroughly orderly manner apparent in all the routine of school work. Without this, few schools of any grade ever succeed. There are few vocations in life but what require system, and none more so than successful teaching. The patrons of our schools are much indebted to the principal, Mr. Hubbard, for bringing back the school to thorough discipline and order.

THE BOARD OF EDUCATION in Pomeroy, Ohio, made a rule that all pupils should study drawing. William Tucker gave notice to the teacher that his daughter must not study that branch, and the Board, in consequence, expelled her. Tucker sued the Board and recovered $35 damages for depriving his daughter of the privileges of the public schools. The decision of the court was in accordance with that of our own Supreme Court, and would go to sustain the proposition that a school board cannot require any pupil to pursue any branch of study in school which the parent directs he shall not pursue.

THE MEETING of normal school school principals and others particularly interested in normal work at Put-in-Pay, Ohio, is now definitely appointed to begin July 21, and continue for three days, and perhaps longer. No attempt is to be made to draw a large crowd together — none outside of actual workers. It is intended that the exercises shall be of the "round-table" sort, rather than of the nature of a mass meeting. Members are expected to work about half the day and recreate the rest of the time. The Beebe House will entertain them at $2 per day. The programme is preparing and will be announced soon.

WE acknowledge the visit of Rev. Edward W. Blyden, D. D., LL. D., the President of the college at Monrovia, in Liberia, Africa. While he was born in the West Indies, and though residing a while in this country, he was educated in the schools of that country. He fills also the position as the Secretary of the Interior of that country, and as such he has charge of the public school system. He appoints the School Commissioners of the counties, who report directly to him, and selects all the text-books, which are purchased by the state for the public schools. The graded school system is just now being introduced. We found him a very intelligent and accomplished gentleman.

PROF. BECK publishes in the *Witness*, at Platteville, this item:

The following list of words, handed to us by Prof. A. J. Hutton, was collected from his work in Institutes, and may be indefinitely extended. Who can pronounce them all correctly without aid from the dictionary, or even with it?

Reduce, lieu, tune, institute, tutor, during, due, duty, demand, dance, chancellor, grass, advantage, won't, room, broom, soon. roof, exemplary, peremptory, bouquet, tableaux, frontier, squalor, truths, Wednesday, lien, hymning, condemning, almond, hostler, territory (no secondary accent on the penult syllable), allies, romance, finance, horizon, matron, accurate, livelong, column, volume, construe, robust, address, stalwart, corollary, greasy, stolid, prairie, extant, idea, area, creek, canine, deficit, houses, recess, excursion, equation, direct, digestion, Italian, whoop, kettle, sit, shut. hearth, rude, fruit, schism, hereditaments, European, mortgage, mortgageor, hymeneal, been, down, town, stone, soap.

A COUNTRY SCHOOL-TEACHER by the name of Frank Moore gave an account, last month, in the *Witness*, of Platteville, of his experience in grading his school in the scheme published in connection with the institute syllabus. He says specially, "I have so far succeeded in its adoption as to find some practical difficulties and realize some pleasant features." He mentions the difficulties as follows: "Irregular attendance is another unavoidable difficulty, with which every teacher must contend, and the more uniform the system the more formidable the barrier. This system requires frequent examinations. A day's or two days' absence interferes seriously. Also it is not uncommon for boys from ten to fifteen years of age to 'stay out' from two to four weeks during the busy time on the farm. What will our form enthusiast say when an interested Pa wants his boy to go on faster in 'rithmetic, or an interested Ma says that John needn't study Gogerfy, if he'll only learn to read and cipher? Our Supreme Court sustains the above interested parties. One great drawback in our school system is a want of class records. This course of study, if properly carried out, gives a complete account of what each scholar has accomplished. The new teacher may have a more satisfactory basis to work upon. Studies will be more evenly pursued, thus enabling pupils to enter, with a suitable preparation in each branch, advanced schools."

JOSHUA STARK, ESQ., was re-elected, the 4th of last month, president of the Board of Education of Milwaukee. At the closing session of the old Board, held the same day, he pre-

sented a report, from which we clip the following:

One of the most difficult questions in public education is what to do with the thousands of children between the ages of 4 and 7, that are pressed upon our care, who are too young for ordinary methods of instruction. We cannot rid ourselves of the question by excluding them from our schools. For years past, this problem has engaged the attention of thoughtful educators, and the view has come to be generally accepted that the Kindergarten, substantially as founded by Frœbel, furnishes the only true solution. With us the Kindergarten, or something as near to it as we shall find practicable, is a positive necessity. The value of such training as a preparation for entering upon the proper work of the school at the age of 6 or 7 is inestimable, and its influence in the formation of personal character is one of its highest merits. The great obstacle to the introduction of the system has been and is the practical one of expense. The city of St. Louis, the first of the large American cities to adopt this system, commenced six years ago in a limited way, and the results have been so satisfactory that in 1879 there were fifty-three flourishing kindergartens maintained by the Board of Education of that city, with 6,200 pupils enrolled, with 131 teachers, with 65 unpaid assistants. The total annual cost for tuition is but $3.52 per pupil, upon the average number enrolled. If like results can be attained here, the duty of the Board seems plain, to introduce the kindergarten as rapidly as suitable rooms and thoroughly competent teachers can be provided. A step has been taken in this direction by the recent establishment of a kindergarten in connection with the Normal School at Oshkosh, under charge of Miss Fisher of St. Louis. This movement deserves the attention and encouragement of our successors.

WE HAVE just received the catalogue of the Free High School and the circulars of the public schools of Stevens Point, Wis. They are printed in a very tasty pamphlet of thirty-six pages, and furnish information of great value to all interested in the schools. The names of the officers and members of the School Board, and of the teachers in the different departments, are first given. Then follow the items belonging to the High School, which are the catalogue of the ninety-one students in the different classes, the course of study for four years, some general remarks on the operations of the school, the list of 173 volumes in the excellent reference library, and the catalogue of the philosophical apparatus. The remainder of the work is taken up with the outlines of the studies taught in the lower departments, with the list of the text-books in use throughout the school, with the calendar for the next year, and with the rules and regulations of the School Board for their own government, and for the management of the schools. This production in all its parts is a model, and can be profitably studied by other boards. During the past year, the course of study pursued in the High School has been much extended, and the attendance of pupils in their school was twenty per cent. higher than last year. We understand that the present principal, Frank L. Green, who has labored so efficiently the past year in raising the standard of instruction in the schools, will be retained another year, with the increase of $300 to his salary. The School Board show great wisdom in continuing the services of the earnest and accomplished principal, and of his tried and successful teachers.

THE ORATORICAL CONTEST held the last week in April, at Beloit, to determine who should represent Wisconsin in the Inter-State contest to be held at Oberlin, the first week in May, resulted in the choice of Rollin D. Salisbury, of Spring Prairie, Wis. His subject at Oberlin was "The Netherlands — What We Owe Them."

KENOSHA claims the "Boss artesian well" of this country. The pressure in the mains of the well indicates a head of 180 feet, or 80 pounds to a square inch. When unobstructed, the stream of water furnishes an *actual* flow of 87 gallons per second, or 119,300 barrels per day. The theoretical capacity is said to be double this amount.

TRIP TO COLORADO!

TO TEACHERS AND STUDENTS:

We would respectfully call attention to the Excursion Party which is being organized to visit Colorado during July next.

We believe that such a trip would afford needed rest and recreation, and at the same time prove both pleasant and profitable.

For further information you are referred to WM. E. COLE, FOND DU LAC, WIS., who has this matter in charge.

W. C. WHITFORD, A. M., State Sup't Schools.
JOHN BASCOM, LL. D., President State University.
E. D. HUNTLEY, D. D., President Lawrence University.
E. McLOUGHLIN, Sup't Schools, Fond du Lac county.
Prof. C. A. HUTCHINS, Sup't Schools, Fond du Lac City.
May 22d, 1880.

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WISCONSIN

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THE NATURE AND METHOD OF SCIENCE, WITH THOUGHTS ON TEACHING SCIENCE.

(The opening address of Rev. A. L. Chapin, D. D., before the joint session of the Wisconsin Teachers' Association and the Wisconsin Academy of Sciences, Letters, and Arts, in the Assembly Chamber at Madison, Wis., Dec. 29, 1879.)

I desire to present concisely and clearly some characteristics of genuine science, inherent in its nature and processes. The field before us is immense, but my purpose is to follow a direct course in traversing it, snatching illustrations, wherever, along the way, I can best pluck a fact or group things in their proper connections.

It is said, "A full, accurate, and accepted definition of science has not yet been produced." The statement is no doubt true. Perhaps, it is impossible to frame such a definition, simply because this, like some other very significant terms, is better understood without such a definition than it could be with it. Singularly, the writer just quoted, in the very same sentence accepts with satisfaction this definition recently framed by Professor Fowler, of Oxford, viz: "Science is the filiation of causes through common observation to things beyond." I frankly confess that though I easily catch a distinct meaning of these words, my mind is not much helped by it, and I suspect it was so with you all as you heard them. Yet without a technical definition, I think we can in another way get a clear and trustworthy apprehension of the nature of science.

Let us start then with this truth which stands in the consciousness of every one of us, that we are endowed by our Creator with intelli-

gent souls. No theory of evolution which controverts this truth is yet, or is likely to be, established. Add to this, that our dwelling-place is appointed in a world wonderfully adapted to engage the soul's powers and develop its capacities. Surrounded everywhere by objects which are fit material to employ the mind, human thought goes out naturally to employ itself in the various work of observation and reflection, abstraction and generalization, comparison and deduction. The result of any one of these processes is knowledge. That compact, systematized whole which is the product of all these processes, combined in the discharge each of its own office is *science.* Suppose we say then, *science is knowledge systematized.* This is not a definition. It is rather a simple translation of the word. It brings to view the two first essentials of science — a *knowing mind* in contact with *things that may be known.*

Let us consider these two points more particularly, taking up first the material of science, and second, the processes of the mind by which it is wrought into order and system.

Knowledge is the perception of truth. Truth, then, is the material of science. But what is truth? We are answered, "truth is the reality of things." This tells us only where truth is lodged and whence it proceeds. Perhaps this is as near as we can come to the essence of truth. Its place is in things that are. It is simply the reality of their being. Its source is — where else can it be? — with Him from whom all things that are have their being. All realities apprehensible by us are but emanations direct or indirect, immediate or remote from Him who is the only absolute, independent reality, God, the "I am that I am." Every fact gained in our study of material nature is the expression of a thought. I break a rounded pebble taken from a bank of drift; and lo! it is a geode, filled with sparkling crystals of amethyst. Those uniform lines and angles which shape each six-sided prism and its pyramidal terminus embody mathematical thoughts. The rich color flashed and reflected from these surfaces combines with the pleasing forms to express thoughts of beauty. What is my study of this object but an attempt to read another's thoughts? *Whose* thoughts am I reading? As we pass into the realms of *organic* being, such thoughts multiply before us in myriad forms, grouped in harmonious relations with a thread of manifest design running through. *Whose* plan, whose purpose is here revealed? Is such a thing as independent, original thought possible to the human mind? Is it not the fullest development of intellectual

power, the highest attainment of the understanding in man, to catch the thoughts of God, through his chosen media of expression,—to think over singly and collectively the wonderful thoughts of God? And must not science, or any department of science, when it attempts to disjoin truth from its divine source, be imperfect, unbalanced, delusive, false?

I do not wish, however, to press this point further in our discussion. In view of tendencies manifest in certain quarters nowadays, I could not do less in passing than to give this full and distinct recognition of man's kinship with the intelligent Creator of the universe, and of the thoughts of God as the substratum of all genuine science. Let it give dignity and sacredness to our ideas of science, that it does resolve itself, in its ultimate and essential element, into a knowledge of God. Let this view lead us, by every line of reseach after truth on which we may enter, to trace it to its true beginning and end.

Advancing now, on the line of our discussion, it is to be observed that truth, as lodged in things that are, appears in two phases. It is embodied in the *properties* of things and in *processes* of action and change which belong to them. All truth is simple fact of one or the other of these two kinds. In one or the other of these forms, truth lies everywhere, around us and within us. All our knowledge of anything is confined or reducible to facts of one or both of these forms. Yonder tree, as it stands before you in the inaction of its winter repose, embodies a little world of truth. You may study its whole and its parts, its external appearance and its internal organism, its size and shape and color, its trunk and roots and branches, its bark and wood and sap, its rings and arteries and fibre, and thus you will learn its many curious properties, and gain truth concerning its being. The sunny days of spring will shortly come. Then, under the genial warmth of the new season, action and change will begin to pass upon the tree, and another little world of truth will present itself. The buds will swell, the leaves will expand, the tender shoots will put put forth and grow; the blossoms will open, display their beauty, exhale their fragrance, and drop to the ground; the fruit will take form, dilate itself, and ripen, producing within itself a germ for the generation of its kind. Now you have truth pertaining to the processes of nature in the tree. If, by close investigation, you trace the connection between the properties and the processes, lo! like the globules of quicksilver with which children, wondering, sometimes play, your two little worlds of truth are suddenly lost in one, and

the one is larger than the two, for that the changes have revealed new properties, and, working by these, other and more hidden processes are seen.

I have in hand a book of science, replete with truth. It brings before my mind realities which I never have seen and probably never shall see for myself. It tells me of the stars of heaven, what and how great they are, and how they shine and rolling move in constant order along their immense orbits through perpetual cycles. It sets forth objects, grand, almost above my conception; motions swift and vast, which I can hardly apprehend; relations intricate and strange, quite beyond my comprehension. Thirty years ago, the science of astronomy was thought to be about complete. But keener observation, with telescopes of greater power, has discovered new worlds and started new problems; and a new instrument, the spectroscope, has given an insight into the properties of matter and its changes in those distant worlds, which intensifies curiosity and investigation in that department of knowledge beyond anything known before. What that system, developed by such an incalculable expenditure of human thought in the past, is hereafter to grow to, no man can tell. Yet, the material of this great system, on which such labor of the human mind has been and is to be expended, is simply properties and processes, matter and its changes. If the book gives me knowledge of its sublime subject, it lies in my mind as simple facts in these two forms, which determine relations, settle general principles, and establish universal laws.

There is another branch of knowledge, which contemplates *mankind*, in their social organization. It is the science of government. Its results come before us chiefly in dry abstractions, general principles, concise but comprehensive constitutions and codes of laws, long drawn out in hard technicalities of language. But here, too, the material of the science is simple facts concerning the social nature and actions of men. Its storehouse is the history of the world, whose records are made up of the ever changing forms and revolutions of human society. Its value as a branch of science is proportioned to its conformity with the facts of men's nature, and the interplay of relations and forces in the organizations and functions of a State.

Again, that mental activity which puts forth its efforts in the world of outward phenomena, with the intent to systematize the mind's knowledge of things that are there, opens another world

within the mind itself. In due time it returns from its rambles abroad to inquire into the properties of this thing within, to which it has been ministering; asks what it is that knows, what the process of knowing, what are the capacities employed, and what their modes of action. Here, also, the whole material for thought to work upon consists of facts respecting the nature of mind and changes in the mental state. It is a material, spiritual, intangible, invisible, yet to the man of reflection more real than that which is drawn from other sources, because furnished by his own consciousness. This material, wrought into systematized knowledge, presents a product, metaphysical, abstract, profound; but the essence of this deep philosophy is still the reality of things that are, and that happen in the mind.

One thing more in this category must be noticed. There is a book which purports to be an authoritative communication of moral truth from God. Without raising here the question of its authenticity, we may take it, expecting to find material for a moral science. We are not disappointed, and, from the structure and contents of this book, it is evident that the material of this, like that of all other departments of science, is simple fact respecting properties or attributes of the beings whom it concerns, and their actions. The Bible is not a systematic treatise on moral science, but only a storehouse of the material out of which that science is to be wrought. In this respect there is a beautiful and striking analogy between the book of Scripture and the book of universal nature. If it be God who has written truth upon nature that it may come within the cognizance of man, and become the material of science, the mode in which truth is presented in this book of language addressed to the understanding of men, so corresponds with the method of nature as to establish a probability, at least, that it is indeed a communication from God. However this may be, if anything worthy the name of moral science is possible, its material, from whatever source derived, must be still only facts of being, or of action and change.

From this glance at some of the divisions of human science, it appears that the Father of the human mind has provided for the employment of its faculties, if I may be allowed the expression, only *raw* material. But we need not complain, for this is furnished in richest profusion and in endless variety. Substances of divers and curious forms lie all around us; we meet them at every turn, and they have almost a voice to invite the soul to look, inquire, and know them. Events throng before us and seem either to deck themselves with en-

ticements to win, or to take on an aspect of authority and terror to command our attention and study. To him who with ready will and earnest zeal goes forth, with busy powers, to work on this material, the toil becomes a pleasure, than which earth yields none higher. As fact after fact is gathered, and spun into threads of connected relations, and woven into the fabric of certain knowledge, the soul rejoices in every step of its work, and labors on with ever growing enthusiasm. Though the warp runs on into the bosom of immensity, with no apparent end, yet each crossing thread added to the woof, makes a finished part, and the labor is not spent in vain.

Let us pass on to consider next the process by which the simple facts with which the world is stocked are gathered, strung in their true relations and systematized into science. That process begins with *observation*, the first and simplest exercise of the mind. The five bodily senses are so many channels through which the intelligent soul runs out to connect itself in a more or less intimate acquaintance with the whole world of matter. In the exercise of observation, its powers first wake to action and begin to acquire knowledge; and by the same exercise it may lay hold of all that material of science which lies embodied in the properties and changes of things outside of itself. The greatest philosopher of nature gathers the substance of his profoundest thoughts and most extended investigations by the simple operations of seeing, hearing, smelling, tasting, and feeling, the same by which the infant gets its first little ideas of things. Is not this truth a beautiful illustration of the grandeur of simplicity which marks the constitution of the human mind, God's noblest workmanship? Through these open windows the soul looks out and takes cognizance of things as they exist, and of events as they happen. It notes and takes into its treasury those which it will use, and then retires to arrange and combine them as truth demands.

An intelligent lady in London, being called on by one of the Fellows of the Royal Society, told him, as an item of news, that a person had come to reside in the next house, who she judged was a poor, mad gentleman, because she said, "He diverts himself in the oddest way imaginable. Every morning, when the sun shines brightly, he takes his seat on a little stool before a tub of soap-suds and occupies himself for hours blowing soap bubbles through a common clay pipe, watching them intently as they float about until they burst. He is doubtless now at his favorite amusement; do come and look at him." The visitor followed her smiling, and when his eye rested on the person

so engaged, he replied, "My dear madam, this man whom you suppose to be a poor lunatic, is no other than the distinguished Sir Isaac Newton. He is observing the refraction of light upon thin plates, a phenomenon which is beautifully exhibited on the surface of a common soap bubble." Such is the place that observation, the commonest of all mental exercises, holds in the structure of science.

But observation has to do only with the outside world of things. We have seen that there is another world of truth pertaining to the inner properties and operations of the mind itself. Observation sets the wheels of this interior mechanism in motion, but it brings no report of its structure and functions. Through the nerves of sense as channels, streams of truth are ever flowing into the mind, but the current runs always one way; nothing is returned by these channels. To gain knowledge of realities in that inner sea into which all other truth is poured, we must follow the stream, and by that exercise called *reflection*, note the attributes and action of the mind itself. Reflection is to the facts of mind what observation is to the facts of matter. Each is a distinct exercise by which facts are apprehended, and the elements of knowledge are gathered.

But it is not every kind of observation and reflection which contributes to the composition of genuine science. You may see a thoughtless boy as eager in blowing soap bubbles as the great philosopher. He will watch them as intently as they float away and break. They may seem to be doing the same thing; and the good lady may not discern a difference between the acts of the man and those of the boy. Hence her natural inference that the grown up philosopher has either foolishly neglected to put away childish things when he became a man, or has insanely returned to them. But while the apparent work or play, as you may please to term it, is the same, the mind's exercises in the two cases are quite different. The boy takes but a vague, superficial glance at his bubble, noting only its symmetrical form, its bright and changing color, its light and airy motion; or, at furthest, he adds a little fancy to trace resemblances in the pictured shapes and colors, and make believe the bubble is a world filled with pretty little trees and men and houses and cities. The philosopher looks, too, only on the surface, but his perceptive faculty is strained up with a fixed and earnest purpose to watch every line and change of color, and to read the characters traced and obliterated again in the instant, in which God writes out one of his grand, univeral laws. To define the difference minutely would carry us too

far away into the depths of mental philosophy. It is enough now to apprehend that scientific observation implies more than the passive reception of impressions from external objects, more than a cursory examination for amusement of things whose novelty engages curiosity,— and that scientific reflection is something more than the quiet revery of a vacant hour, or the aimless speculation of the mind on occasions when wit is keen and fancy bright. These first exercises in the working of truth into science, are characterized by steadiness of attention, ingenuousness of inquiry, and thoroughness of investigation.

But these exercises, however intently applied, are but first steps in the process. By them facts are accumulated, but they lie like the mass of shapeless ore just brought from the mine, unconnected and unarranged, altogether useless, till reduced by other operations. To fill the mind with miscellaneous facts, or to write books full of them, does not make science. The soul will not grow, mankind will not thrive by being stuffed with food, unless there is provision for its assimilation. We note, therefore, as the next step in the process, the mental exercises of abstraction and generalization, by which the observed properties and actions of individual things are separated, selected, and combined so as to define general properties and principles. These are ties of connection with which hundreds and thousands of individual facts are grouped together as bound by common laws. Then truth, as defined in the general statement of principles, though expressed in few words, sweeps a wide range. Knowing these principles, I know something of an immense variety of objects. Under this process, the heterogeneous mass of material, gathered by observation and reflection, moves off to range itself in rank and file and company and regiment and battalion; each fact takes its proper place, and all stand subject to the beck of the human intellect, which has thus brought them into order. Or to change the figure, myriads of individual facts are disposed in comparatively few concentric circles which gird the one great sphere of truth.

For illustration, turn again to the tree just noticed. I first observe the facts which pertain to it as an individual. Then I extend my observation to other trees, and note many of the same facts concerning some of them. I abstract and hold the common properties, and drop the rest, and thus have a circle of trees of one species, say the oak. I further canvass the mass of facts before me, and dropping the peculiar qualities of the species, I hold a smaller number of properties,

but sweep a larger circle, that includes all trees of every kind. Again I drop some of these, or rather abstract and hold a portion, and by them describe a yet larger circle, which embraces all vegetables. Thus I may go on, until abstracting the four simple properties, extension and figure, divisibility and solidity, which pertain to the tree, and making these the basis of my classification, I have a circle large enough to embrace every kind of matter.

The workers in all departments of science are carrying on this process of abstraction and generalization. The chemist, with his acids and blow-pipe and microscope, is pushing to the last extreme his analysis of substances, that he may tell where each belongs. The geologist is trying thus to classify facts respecting rocks and minerals and fossils and earths, that he may give each its time, as well as place, and make up a history of æons past. The astronomer is doing the same thing among the facts which his telescope brings to view, of orbs and their movements in the heavens. The mathematician takes the facts of number and quantity out from all objects with which they are identified, and by abstraction and generalization defines formulas to be used as rules and measures for all things. And the metaphysician comes in and makes the interior mental operations, which are busying all the rest, the special subject of his investigation, that he may work out a science of sciences.

When this classification has gone a little way in the arrangement of facts already observed, it has the effect to shape and direct the further processes of observation. Facts are studied with respect to principles and relations. Newton sits down to watch the changes of light playing on the surface of his bubbles, that he may test and further define principles, indicated by previous observation. Kepler mounts up and moves among the stars, trying on his geometrical figures to see how they fit the facts which meet him there. So everywhere, scientific experimentation, no longer done at hap-hazard, is directed by preconceived purposes and plans. Then when from any quarter a new fact is brought forward, the first thing done is to find its place and relations, to see under what general principle it comes, whose subject it is, and where it will serve any good purpose towards rounding out the sphere of human science. When its place is found and its law defined, then is it known; till then, it is a homeless wanderer, frowned on and kicked about everywhere, as a kind of illegitimate thing without kindred. After being thus abused for a time, it may establish its legitimacy, and then this process of generalization,

which before commanded its exclusion, introduces it with honor to its place among the truths; whole families are set at once to correct their genealogies, and some false and presumptuous pretenders are cast out and consigned to eternal disgrace. Such was at first the contempt put upon the theory of Copernicus, and on Harvey's facts concerning the circulation of the blood, and such was their ultimate vindication and triumph. The importance of this process warrants the statement which one has made, that "the power of accurate generalization is the true index by which the extent of our knowledge is measured."

Intimately associated with this process, so intimately, often, as to be identical in time and actual operation, is another whose office is yet distinct. It is comparison and deduction; or, as it is fitly termed, the process of *reasoning*. This is the highest effort of the mind in framing science, all essential to the completeness of the work, and yet involving some danger to the certainty of results, and to the harmony of different sciences with each other, because the line between sound reasoning and sophistical speculation is not very clearly drawn, and plausible guesses are easily substituted for ascertained facts, and ingenious theories have a fascination which blinds many minds to their illusive character, and the enthusiast in one branch of science is prone to insist that his own methods and conclusions shall be applied to all problems. We need to remember that the exercises of comparison and deduction must be suited to the different materials of different departments of research, and that each department has its own limitations, which must be regarded. With all this in mind, we may say, the specific office of reasoning in the construction of science is, first, to bind together the results of the other processes we have noticed, in a consistent, well-compacted system, and then to project inquiry forward from this substantial base in the bold enterprise of adventurous discovery, systematically conducted, that the terra firma of truth known may be ever enlarged by steady and safe encroachments upon the sea of the unknown.

Let me present a few illustrations. Traversing the open field, you come upon a single disjointed bone, an individual thing, without apparent connection with aught else. But in one department of science it has its place and character defined, and one, trained in comparison and deduction as applied to such objects, will tell you at a glance the limb of which it is a part, the animal to which it belonged, and its entire race and genealogy, for it is already bound up by invari-

able laws of connection with a section of natural history well known. Thus, by the process of reasoning, all things are swept into place and relations, and nothing is permitted to exist by itself and for itself.

Again, the bright sun at noonday suddenly goes out in darkness, and the breasts of savage men are stricken with a horror of great fear. But by the calculations of scientific reasoning, the phenomenon has been understood and announced beforehand to civilized people. They watch the eclipse with interest and delight, as a demonstration of the certainty with which the intricate complexity of movement among the orbs of heaven has been traced, defined, and made plain as the trodden ways of men on earth. A century ago, Franklin conceived that the sparks and sharp reports drawn from his electrical machine and Leyden jar, were akin to the lightning's flash and the thunder's roar. Then, by a course of comparison and deduction made through observations instituted with this design, he settled the question, brought the lightning down, showed the world what it is, and opened the way for the subjection of that force of nature once so terrible, to the service of man. One day, some three hundred years ago, a youth in an Italian church, listless of the service, was watching the long swing of a lamp suspended from the roof. It was Galileo, beginning then and there that train of thought and close reasoning which, followed up by various experiments, established the laws of the pendulum, defined a rule for the uniformly accelerated velocities of falling bodies, gave a mathematical formula for the universal action of the earth on all bodies at its surface, and made mechanical philosophy a new science.

Nearly a hundred years later, another young student, driven from his college by the plague, is reclining under a tree amid the calm quiet of country scenes. Suddenly, a falling fruit brings to mind those laws of Galileo, and starts another far-reaching train of reasoning. May it not be that the principle which here urges all bodies towards the center of earth, gives law to the moon's revolution, and guides the courses of the more distant planets, and rules all matter in the universe? The thought possesses his mind, and he works intently on the calculations which will confirm his theory; but there is an error in the accepted measurement of the earth's radius, one of his most important data, and the first result is unsatisfactory. Sixteen years pass on, and then, with corrected data, he takes up again the problem, and lo! in the last arithmetical operation it stands out proven that "an attractive force emanating from a center, and acting inversely as the

squares of the distances, must produce motions exactly resembling the motions of the planets, both in regard to the form of the orbit and the velocity of the body at each point." The law of gravitation is established. The whole distance between the swing of that hanging lamp, the motion of that falling apple, and the revolving movement of worlds in fixed orbits on the unmarked fields of boundless space, is bridged by a concatenation of mighty reasoning, in which, through the processes of comparison and deduction, the framework is so fitted and joined together, that the immense structure stands self-supporting on the immovable pillars of eternal truth, and the whole world of matter is encircled and bound by one universal law. Such is the province of reasoning in bringing facts into system, and so framing science. From the illustration, we get some idea of both the vastness of its structures, and the power of the human mind to search out the deep thoughts of God.

Our notice of the processes involved in systematizing knowledge will be incomplete without some reference to the labor spent on the instruments with which the processes spoken of are carried on, and the casings in which the results are finally set. For all objects observed, the mind demands names which may stand before it ever as the representatives of things, properties, and changes perceived. Reflection, too, needs language in order to bring forth and shape the results of its labor. The processes of abstraction and generalization can hardly go on at all without instruments of the same kind. We can hardly conceive of reasoning as possible without this means of shaping and connecting thoughts. And even if systems of science could be framed and held in the minds of those who first discover and arrange truth without this medium, how could they be communicated to others? How could they be preserved as permanent accumulations of intellectual wealth to make mankind always rich, except in *forms of language?* On the fit preparation of this instrument, therefore, much depends. So a new field is opened before us for a distinct department of science — the science of language — which is most intimately connected with every branch of knowledge. But I may not linger here even for a single illustration. Enough for the present, if we recognize its place and importance among the intellectual exercises concerned in the development of thorough science. A proper study of language is a training in each and all of the exercises referred to in this discussion.

Let me now sum up in concise categorical statement the points I have tried to define and illustrate.

1. The *substantial element* of science is absolute truth, so far as the human mind can grasp it.

2. The *source* of scientific truth is universal nature, and all Divine revelation, the exponent of God's thoughts and ways.

3. The scientific *method* is classification and arrangement, defined by fixed laws and general principles; each several department of science having peculiarities of method, suited to the nature of its own materials.

4. The *presentation* of science is ever in formulas of language which show both the materials and the processes of its structure.

5. The *beneficent end* of science is the advancement of mankind in knowledge and happiness; for it sets the ladder by which the human soul reverently climbs up towards its great Original and approximates, though still at a vast remove below, the height of that infinite understanding to which truth is one absolute whole, the universe of beings and events being apprehended as in one great, present, blessed thought, all aglow with light and love.

Will your patience still bear with me a little, while I state a few corollaries from our main propositions?

1. Genuine science is one whole, composed, indeed, of parts, diverse and complex, yet all harmonious and accordant. Truth cannot be at war with truth. One branch of science cannot properly conflict with another. Whenever there is seeming collision, it is due either to some imperfection of understanding, or to some admixture of error on one side or the other. This thought should make us slow to take up novelties at variance with accepted truth; slow to affirm inconsistency between conclusions sustained by clear demonstration; slow to denounce anything as absurd or impossible on mere a priori presumption, and at the same time, bold in the confidence that under free inquiry, truth will maintain its purity and integrity against the wild vagaries and assumptions of false pretenders.

2. True science is in its very nature *progressive*. The human mind will never complete its work in the elaboration of science. Thus far in its progress, every discovery made has laid open new fields for investigation, and every demonstration made of a law of nature or of a universal principle of truth, has suggested new propositions to be projected, tested, and, if it may be, proved by further investigation and reasoning. This thought should keep us free from bigoted attachment to our own cherished opinions as though they comprehended all truth. It should hold us in an expectant state, looking for more light, anx-

ious rather to be wise by truth accepted, than to prove ourselvss wise by closing the avenues to new truth. It should inspire us with an enthusiasm of hope in our own researches after truth, of joy in the achievement of others, of triumph in the overthrow of our own and all errors.

3. True science is also, in its very nature, *conservative*. Its material and its processes produce in the mind convictions not to be shaken by any conceit that springs from a source less substantial than its own basis. Every fact or theory that claims her recognition must prove its legitimacy as the result of clear-eyed observation and sound reasoning. Each new comer, however fair in appearance or specious in pretension, must stand without till satisfactorily tested. Only the visionary schemer or the quack is impatient at this delay. The real philosopher, like Kepler, finishes his work and gives it to the world, content that men should take their own time, though it be centuries, to prove its qualities. He who offers us matter worthy of our acceptance, has a confidence in its verity which lifts him above all fretful impatience at the slow reception of his discovery. Against the conclusions of science the fanaticism of the visionary, the noisy declamation of the pretender, and the furious zeal of the hobby-rider avail nothing. A mind balanced in the love and in the apprehension of the truth will not admit the new statement that the sun is a living creature, with wings and legs and eyes, all in motion, until the telescope has been taken to pieces and, at least, a search made for the fly on the object glass. We may, then, well be slow to follow him who insists that his new idea is to upheave the foundations and revolutionize the system of established truth.

4. Genuine science is also from its nature, *practical*. It brings the mind into an acquaintance with things and their relations, and this knowledge is always power to use these things in their relations. There is not a principle of truth established which has not hidden in it a blessing for the world through some application. Herein it is clear that they who devote their energies to scientific pursuits are rendering important service to mankind. Though they deal much in dry facts and abstract principles, their labors yield precious fruits all along the ways of practical life.

5. The power of an individual mind for any achievement is measured by its capacity for accurate observation, steady reflection, nice analysis, proper generalization, careful comparison, and sound judgment,—the processes of science. In proportion as a mind is habitu-

ated to these exercises, though its store of knowledge is small, it is secured against imposition and false philosophy, is balanced in the truth, and is charged with the forces of intellectual life and progress. By these exercises, it enters the domains of knowledge and traverses them not at hap-hazard but by rule. By these it makes discoveries for itself, and by these makes its own the discoveries of other minds.

In this connection, it is fit that something be said about teaching science. There is no time for a full unfolding of the topic; I can offer only a few bold propositions without expansion or illustration:

1. A real knowledge of science is impossible except through the same mental exercises by which science is framed and increased.

2. Every mind must learn to systematize knowledge for itself. Facts are not knowledge until apprehended in their relations.

3. The different branches of science give different degrees of prominence to the several mental processes which have been mentioned, one requiring most of observation, another most of analysis and classification, another most of deep and complex reasoning.

4. Nevertheless, a mind well trained in all these processes is the better fitted for either specific exercise. One trained to accurate observation is thereby prepared to reason correctly; and the skillful analyst and sound reasoner best know how to search and examine all things in their relations.

5. Education is strictly nothing else but drawing out the faculties of young minds in just these scientific exercises. Teaching a child his letters involves them all.

6. That education is one-sided and imperfect which does not give scope and training to all these processes.

7. All true teaching is therefore dealing with the germs of science.

8. The place to begin teaching science is in the primary school, or rather in the nursery with the child's first efforts at perception.

9. The excellence of a teacher is measured most of all by his ability to engage the minds of his pupils with interest and enthusiasm in just these scientific processes, whatever be the particular subject of the lesson. Nothing proves it better than the way in which he manages a reading class.

10. When the work of teaching deals with a specific branch of science proper, then the only way is to put the tools and materials into the scholar's hand, to work out the science for himself, with only hints from the teacher to guide him. It is not teaching to pass the conclusions of science into a receptive mind as you would pour water

into a cup. No student learns geometry by committing the demonstrations to memory, nor chemistry by reciting the formulas of various compounds, nor geology by hearing about rocks in the lecture room. The busy hand in the field and on the mountains, the open eye in the laboratory, the clear head putting the lines and angles of the diagram into relations thus and thus apprehended and defined, the introverted thought, busy with the curious working of the mind itself—only these and such as these exercises make a master in any branch of science.

Brother and sister teachers, such must be the style of our work. The right of private judgement in all matters involving truth is now the acknowledged right of all men. The possession of the right lays on all the obligation to prepare themselves for its fit and free excercise. There is no range of knowledge so high, no course of action so grand that the mind trained to the processes of true science, may not pass judgment on its merits, though its mysteries may be too deep for his full grasp. They who would attain, or who would help their fellowmen to attain, the freedom and independence of true manliness, must task themselves to the discipline which will make them, in respect to all things, accurate observers, careful analysts, sound reasoners. So will science find in every mind a home, and false pretension and imposition will be banished to the haunts of darkness, where souls languish and die.

The time was when philosphy had her esoteric presentation for her few initiated disciples, while the exoteric garb in which alone she appeared to the common view of the public was intended to overawe the vulgar mind by a veil of mystery behind which it had no leave to look. The time has been when all learning was shut up in cloistered cells of monks and holy clerks, who assumed to do the study and thinking of the world, and pronounced their judgments, with the high claim that the world should receive them all without question, on the sole ground of their infallible authority. But those times have passed away. Philosphy has broken the bars of her former seclusion, and walks forth in her own native strength and grace, courting the acquaintance and confidence of all, that she may bless all alike, knowing none as favorites except those who draw most largely from her open fountains of truth. Learning has now no exclusive home, gives to none exclusive privileges, recognizes no rank or station as conferring peculiar title to her stores. She opens wide her domains and invites all to enter, demanding only this that they who range

her fields shall respect her character, follow her methods, keep in harmony with one another, and freely give the world the benefit of that which they may freely gather.

PRIMARY INSTRUCTION.

GIFTS AND OCCUPATIONS OF THE KINDERGARTEN.

The gifts and occupations, so called, of the kindergarten, numbering twenty in all, will readily be seen by the explanation of their uses.

The six little worsted balls, the three primary and three secondary colors, form the first and prettiest gift of all, which have been baby's playthings in the nursery, and are also used in the kindergarten. These little playfellows which to baby's growing consciousness have been the whole world and everything in it, are capable of so many uses that they are never outgrown, and no prettier games can be invented than those with the ball. Frœbel's methods of presenting these different gifts and occupations to the child are drawn from a psychological study of the various avenues of mental impressions through the senses; these always made clearer and more lasting through the law of contrast. Frœbel learned also, what we all know, that the child's mental impressions to be helpful must be pleasant and oft-repeated. So, beginning with the colored balls, which combine symmetry of form, beauty and harmony of color, in the hands of an intelligent nurse, who should be the mother, the little one has added the laws of motion, which, in connection with the pretty little ball songs, the harmony is completed by the introduction of rhythmical sound.

The second gift brings a new world to the little one. This consists of the ball cube and cylinder made of wood; so where, with its former playfellows, the balls, the little fingers found an impressible surface, brightly colored, they now have a hard, uncolored one; and where they found a smooth never ending surface in the ball, they have a contrast in the cylinder, and a still greater one when they are brought in contact with the cube. Without time to elaborate this idea, it seems plain enough already.

The third gift brings back the little inch cube, with seven others just like it, forming together a divisible cube; and although these are given to the children as playthings, in a playful manner, and they,

following the dictation of their head workman, build pretty chairs, and sofas, and tables, for papa and mamma, shops to work in, and houses to live in, carriages and trains of cars to ride in, they will not fail to learn that these are *cubes*, that they have six surfaces, eight corners, twelve edges, that there are two halves, four quarters, and eight eighths in every one, although these things are mentioned incidentally, and not as a lesson in mathematics.

The fourth gift is a cube formed from eight oblongs, each one containing a cubic inch. With these added playthings contrasted with their cubes, they are not long in finding out that each brick, as we call them, contains just as much as a cube, only in a different form.

The fifth and sixth gifts multiply these forms, and divisions, and subdivisions, of each, and though, as I said before, these gifts are all presented to the children in play, and *do* suggest *such* wonderful inventions, such stories, such dear little confidences, yet this playwork, in the hands of a skillful kindergartner, may, and will, lay the foundation of a thorough, systematic, mathematical and artistic education.

The seventh gift brings still another contrast. In the preceding ones the child deals with solids; in this, with surfaces. The square inch, the obtuse angle, the equilateral, isosceles, and scalene triangles, cut from light wood, and prettily colored, comprise this gift, and a source of endless invention is it. Like a kaleidoscope does the artistic taste of the little ones bring out new forms of beauty. These forms, like those made with the blocks, form copies for drawing, and, in answer to dictation from the kindergartner, the little hands work out the most abstruse geometrical problems. No abstractions are these, although leading directly to abstract reasoning. No definitions are needed. Incidentally, as in everything else, the names of these are mentioned and principles are learned, never to be forgotten, for they are a part of *things* themselves. And this was Frœbel's theory, that *knowing* is *doing*, and through *doing* alone comes knowledge.

The eighth gift, like most of the previous gifts, is designed to teach numerical proportions and forms. It consists of thin wooden sticks, cut in different lengths, from which figures, letters, forms of beauty, life, and knowledge can be made, and also used for drawing.

The eleventh gift is perforating or pricking, one of the most fascinating of gifts. Instead of drawing the invented or dictated design, it is pricked at regular distances with very pretty result.

The twelfth gift brings embroidery, the crowning glory of all the

little inventor's work, for in it he sees the finished, perfect result of all his previous efforts.

The thirteenth number is cutting and pasting. Squares or triangles of paper are folded according to certain rules, then marked by dictation, and then, with a little pair of scissors in each right hand, the folded paper in the left, and the corner of each little mouth twisted, ready to *chew*, the order "*cut*" is delightfully obeyed. And out of these scraps, which are always mathematical in shape, the ever recurring form of beauty is designed, and, with a little brush and dish of mucilage, is pasted upon paper, and the almost perfect accuracy and neatness with which this is done is sometimes truly wonderful. In a class of twenty children between the ages of five and seven, from one cut seventeen different designs were pasted, showing originality and independence quite surprising.

The fourteenth gift is weaving, which furnishes room for inventive talent to a very great extent. In this, too, the fundamental principles of arithmetic are thoroughly learned, and in this, as in most of the other gifts, both hands are used alike.

The use of the wood slats or splints from which the picture frames so common are made, is the fifteenth gift, and furnishes the transition from surface to line. These are laid and interlaced in geometrical and fancy figures.

Intertwining folded paper according to certain rules into similar forms comes next.

Folding, the eighteenth gift, is as prolific, if not more so, in practical results as any. The square, rectagle and triangle are the elementary forms from which an endless variety of shapes are folded. In this occupation the principles of geometry are taught in the most practical manner, and the result is always one of beauty. Eight hundred entirely different forms have been folded by one person.

In the nineteenth gift we have the peas work, which is very successful in developing the eye for perspective drawing.

The gift numbered twentieth is modeling, the one for which the little ones always anxiously wait. The little square board with its lump of potter's clay is always the signal of irrepressible expressions of joy. And twenty or thirty of these strange dishes sitting before as many expectant, eager little children, whose fingers are just aching for the signal to begin work, is a sight which once seen, will never be forgotten. And in this gift more than in any other the child, with its busy little hands brought in contact with the tender, yielding

material, its first and last mother, while working out in ever so crude a way some expression of the thought within it, comes to a half consciousness, perhaps for the first time, that "this is *I*, and through this new-born power working in me, *I am a creator*." Would that every mother in the land when she holds in her arms her first child could feel in all its significance such consciousness. As fully as I can at this time I have noticed the varied work of the kindergarten, but let no one understand that these are to be given in the order named. The manner and order of presenting them is a special study in itself, and young children are never allowed to play more than twenty or twenty-five minutes with any one gift. — MRS. F. A. B. DUNNING, *Kenosha, Wis.*

PRIMER CLASSES.

One of the questions at the spring examination was, "How will you conduct the primer class?" Nine-tenths of the applicants for certificates dodged the question — that is, they did not attempt to answer it.

It seems easy enough to teach a primer class, and yet it is the place where most teachers fail. The reason is that teachers cannot, or do not, get down to a child's level. We must unbend in changing from an algebra to a primer class. Long words and abstract ideas won't do with those little ones, and hence it is that some young girls are doing better work than many of our older and more learned teachers. The person who cannot get down and talk about dogs, cats, sleds, dolls, dolls' dresses, or any other of a child's pets or playthings, is a dead failure as a teacher of children. And mind you, the talk must be *earnest*. It won't do to *pretend* that you are interested. No room for hypocrisy here. The child knows in an instant whether or not the teacher is in earnest. We were in a school a few days since where it was a pleasure to listen to the primer scholars. They all wanted to talk at once. They crowded up to the teacher with flashing eyes and eager faces. The little fingers were snapping in spite of themselves. They pulled the lesson in pieces in less than no time. They all had something to tell about it. Toward the close of the lesson they all *did* talk at once, and there was nothing disorderly about it either.

In the next school, the teacher talked to the primer class about a horse as learnedly as if she were describing the Corliss engine. The

little ones looked at her with one eye shut, as much as to say, "you don't like boys and girls." To teach a child, you must be a child.

> "Backward, turn backward, O, Time, in thy flight;
> Make me a child again, just for to-night."

— SUPT. D. A. MAHONEY, *in the Kenosha Telegraph.*

THE almost universal custom of a whole class of school-children thrusting out their hands, snapping their fingers, and resolving themselves into a mob at every mistake in reading and recitation, would be tolerated nowhere in a civilized community outside a school-room. No better expedient could be devised to frighten the timid, exasperate the quick-tempered, and paralyze the spirit of all but the stoutest-hearted child in the recitation-room. It stimulates the critical spirit into the public nuisance of an intolerable carping at all human infirmities. But it is utterly opposed to the true spirit of the school-room, which ought to be a spirit of helpfulness, forbearance and encouragement to the slow and timid and feeble-minded. There are surely good ways enough of holding the attention of a class, or correcting the errors of a recitation, without tolerating a habit so disagreeable to the looker-on and so destructive of good manners and Christian courtesy among children.

SELECTED.

COMPULSORY EDUCATION.

[The question having been asked of the Chicago *Inter-Ocean* as to the extent of compulsory education in this country, the following answer was given:]

Maine, New Hampshire, Massachusetts, Connecticut, New Jersey. New York, Ohio, Michigan, Texas, Wyoming, Nevada, California and Wisconsin have laws designed to produce this result; but in many cases they are comparatively inoperative. In Maine the towns are permitted to adopt by-laws providing that persons between the ages of six and seventeen years shall attend school twenty weeks in the year. These laws are in force in a large portion of the state, and, it is said, with good results. In New Hampshire, all those between eight and fourteen, and living within two miles of a school, are by

law required to attend school twelve weeks in the year. In Massachusetts the limit of age is eight and fourteen, and the number of weeks required twenty. Connecticut claims to have been the originator of the system of compulsory education, and there the law is perhaps more thoroughly enforced than in any other state. The laws of the other states named are similar to those mentioned above. The difficulty in most cases, as in Ohio, seems to be that the laws either cannot be, or, at least, are not enforced. The Hon. G. B. Northrup, of the Connecticut State Board of Education, recently made a visit to Europe to study the system in its practical workings there, and returned well pleased with the results of his observations. In London the enforcement of the system, adopted but a few years since, had already broken up the gangs of juvenile offenders and placed their members in the schools with good results. The authorities report that since its inception the trouble with the younger criminals has become much less, and the books of the Holloway Prison for Juveniles showed that the number sent thither had fallen to about one-sixth of those sent in the years preceding the adoption of the system. The reports from the other nations of Europe where the system is in force are equally in its favor. Germany, Austria, Prussia, all but two cantons of Switzerland, Scotland and portions of Brazil have the system, and the result in most of these has led to a commendation of the system. It is believed by many that in this country the system will be made successful.

A PROBLEM SOLVED.

In St. Louis there is no attempt to bring all classes within the same grade to *one standard* of advancement, so that, in January, all pupils within a given grade shall have arrived at just the same point in a study.

At all times there are new classes just beginning the work of a grade, or year's work, in some one of our schools.

The classes are not separated by intervals of one year in their work, but by irregular intervals, varying from six weeks to twenty. It is considered desirable to have these intervals small, so that reclassification may be more easily managed.

Pupils who fall behind their class for any reason (such as absence, lack of physical strength or of mental ability) may be reclassified with

the next lower class without falling back a year, and thus becoming discouraged.

Pupils who are unusually bright or mature, may be promoted to the class above, or form new classes with the slower pupils of the class above, who need to review their work.

Thus it happens that in a district school there is a continual process going on, the elements of which are as follows:

(1.) The older and more advanced pupils are leaving school for business or other causes. This depletes the classes of the most skillful and best paid teachers, who are usually placed in charge of the most advanced pupils.

Again, there is at all times of the year an influx, into the lower grades, of pupils who have just completed their sixth or seventh year, and are now anxious to commence their school career.

Thus the pupils in the primary rooms of our schools tend continually to be overcrowded. (2.) To correct this continued tendency which overcrowds the rooms of the least skillful and poorest paid teachers, and gives small quotas of pupils to the most skillful and best paid teachers, from time to time (usually once in ten weeks, but oftener in some schools), each class is sifted, and its most promising pupils united with what remains of the next higher class: (i. e., with the not-promising portion of it — those who for absence, or dull intellect, or weak will, fail to keep up with the best).

(3.) To make room for this transfer a portion of the highest class is sent to the Branch High Schools.

(4.) The number changed from class to class is usually small. The disturbance in classes is very slight compared with the advantages gained by the teacher in being relieved of the necessity to drive the laggards, and drill and cram them to make them keep up with the average of the class.

The teacher was once obliged to spend most of her time upon the dull ones, in the useless endeavor to force them to make up lost time, or to equal the strides of the more mature, more regular, or more brilliantly gifted pupils, and, of course, these latter pupils lost proportionately, and the net result of the process was to overwork the incompetent, and to hold back the competent ones.

The teacher, in the vain efforts to hold together the extremes of her class, separating more widely every day till the end of the year, became cross and petulant, and sank continually into the abyss of drill machine pedagogy.

Under our present system we can make room, when needed, in the lower grades, and fill up the classes of our skillful and high priced teachers.—W. T. HARRIS, *City Superintendent of Schools, St. Louis.*

THE AGE AND EXTINCTION OF ANIMALS.

As to animals, the teeming microscopic life of a drop of pond water includes that of creatures which appear to live but for a few hours, while the proverbial *ephemera*, in its winged state, lives but one day, or even less.

On the other hand, a tortoise which died in the Bishop of Peterborough's garden, in 1821, was more than two hundred and twenty years of age, and one belonging to Archbishop Laud died from neglect at the age of one hundred and twenty-eight years. As to fishes, the pike has been said to live for two hundred and sixty-seven years, and the carp for two hundred years.

It is highly probable that the gigantic salamander may live for a greatly prolonged period, and frogs and toads are probably long-lived animals, small as is their relative size. A toad has been kept for thirty-six years without showing signs of age, and then died through an accident. Whales have been supposed to live from three to four hundred years. The life of an elephant is said to extend beyond a hundred years, but of this there seems as yet to be no certain evidence. Birds, as creatures at once so active and warm-blooded (and thus compressing, as it were, much life into a small period), might be expected to be short-lived. Yet parrots have been known to live for upwards of a century, and pelicans, geese, and crows may exceed the period commonly allotted to man. But, however commonly threescore years and ten may be the term of human life, man can certainly both live and retain his intellectual faculties more or less, beyond a hundred years. Yet a horse is generally old at thirty, and is not known ever to have attained twice that age. The life of a sheep is about fifteen years' duration, and that of a dog from fifteen to twenty, although allied animals are much longer lived. Thus, the lion called "Pompey," which died in the Tower of London in 1760, had lived there for no less than seventy years.

Wolves have disappeared from England since the time of Henry VIII., though in Scotland they existed till 1743, and in Ireland till 1766, if not even somewhat later.

But sixty years ago the great bustard wandered about the South Downs and on Salisbury Plain, and we all know how rare many beasts and birds have become which were once common in Great Britain.

In 1741, the illustrious naturalist, Steller, was wrecked on a small island off the coast of Kamtchatka, since called Behring's Island. There he found in enormous numbers an unwieldy aquatic beast, the rhytina, which he took to be the manatee which it closely resembled. Peaceful and harmless, browsing on seed-weed, with dull senses, but with strong feelings of attachment for their mates, these beasts seemed long to have escaped discovery, in spite of the various exploring expeditions which visited Eastern Siberia after it came into the possession of Russia in the latter part of the seventeenth century. This escape was doubtless due to its very restricted range; for it seems not to have inhabited the mainland of Kamtchatka, or America, or the Kurile Islands, or any other part except the remote and desolate spot where it was discovered, and where doubtless for ages it had held, in undisputed sovereignty, its "ancient solitary reign." Unfortunately for it, it was not only equally incapable of flight or of self-defence, but its unwieldy body proved to be excellent eating. The result was, that such was the havoc made by the crews of trading vessels, that, in only twenty-seven years from the time of its first discovered, the last survivor was killed and the species entirely extirpated. Another example of rapid extirpation by sailors is that of the gigantic and defenceless ground pigeon of Mauritius (without powers of flight), which was called the dodo, and which, till lately, was only known by some old representations, and a solitary head, two feet, and the more or less imperfect skulls. No specimen of the dodo has been known alive since 1681.

The great auk, also now extinct, survived till 1844, and some seventy skins, nine skeletons, a variety of bones, and sixty-five eggs of the bird are now carefully preserved in museums. But the most wholesale and regretable destruction of lately-existing animals is that which the natives of New Zealand have effected. Previously to its human colonization, that island was inhabited by a number of gigantic birds of various (at least four) species, of which group the little apteryx is the sole surviving, diminutive, and more or less remotely allied representative. We are indebted to the skill and patience of Prof. Owen for ideal restoration of these wonderful avian giants, the tallest of which was eleven feet high.

When the Cape of Good Hope was first explored, the common zebra was found in its vicinity. Farther in the interior another kind was subsequently discovered and sent to our collections, where it is valued for its rarity. Now, the common zebra, much the more completely and beautifully striped, is the rare one, and threatens to become extinct, as does the majestic African elephant, if its reckless slaughter for the sake of its tusks is not soon suspended. The American bison, again, must eventually disappear from the earth's surface, unless protected as its congener in Europe — the aurochs — preserved by the Emperor of Russia. — *St. George Mivart, in the Contemporary Review.*

THE ARYAN RACE.

The classifications of the races vary from three to eleven. Our Geographer, Maury, gives us 5; viz: The Caucasian, Mongolian, African, Malayan, and Indian.

The leading race is of course the Caucasian. This is also now the most numerous, there being according to late estimates 564,000,000 of this race, against 535,000,000 of the Mongolian. Caucasians have been taken as the type of this race and have suggested the name. It is said, that many years ago, the famous ethnologist Blumenbach, in classifying skulls, had a single Georgian skull, which he regarded first in his assortment, that of a Greek being next. Hence, this skull was taken as a type of highest division of our species. This is probably an error, at least, this idea has drifted behind the most advanced opinions of our day, and it has been said, that the well shaped skull of this Georgia female, has done a great deal of posthumous mischief, by confusing our ethnology.

Again, Caucasian is objectionable probably, as bringing under one race the Arabs and Germans on the one hand, and on the other hand, as denying the connection of the fair skinned Germans and the swarthy Hindoo, because of difference of color. This action is similar to that of a scientific man, who classifies fruits not according to structure and nature, but according to color, putting red fruits in one one division. Yellow in another; etc. The Caucasian race includes the Aryan, Semitic and the Hamitic divisions.

Aryan division is equivalent to the old Indo-European or Hindoo, Germanic races, and has two great branches of which the Hindoos are types of the one and the Europeans of the other — both probably

modifications of climate. Students of language have long since been convinced, that there is a strong analogy between the Sanscrit of the Hindoos, the Zend of the Persians, Greek, and Romanic (including French, Spanish, Italian, Portuguese). The languages are to the ethnologist what strata are to the geologist, and the dead languages among them are his fossils and petrfaications, by which he is able to *spell out* the ethnical records of the past. By a long and deliberate study of these facts, our untiring modern scholars have naturally gravitated to the conclusion, that the ancestors of the above nations originally dwelt in central or south Western Asia, North of the Hindoo Kosh mountains, near the Sea of Aral. A map in Swinton's outlines, gives the original home of the Aryans.

Whence is the name "Aryan" derived? In the old Sanscrit writings the ancient Hindoos called themselves Aryans; Arii is now preserved in the name of a tribe of the Persians. Herat is supposed to be a modification of Arya. By the bye, the word "man" is said to be an Aryan word, meaning to think. It is said that the word Aryan first meant agriculturist, and afterwards respectable, since the most respectable people were agriculturists. These Aryans came across the river Indus, about 2,000 years B. C. There is no doubt of the similarity of these Hindoos and the Persians. Why, up to the time of Darius Hystaspes, they could talk together without an interpreter.

From the above historic cradle of the Aryans, they migrated S. E. to India, or W. to Europe, or S. W. to Asia Minor.

Prof. Bopp, of Berlin, has shown that the European languages are closely related to the Hindoo and Persian. This was not known fifty years ago.

We yield to the Semitic branch the first honor in religious development, since all of the leading systems of religion, namely, the Christian, Jewish, and Mahometan, have sprung from it, but it is the Aryan race which has inherited the blessing of "Increase and multiply," has been the pioneer of progress, and has planted new and great nations all over the earth. Unlike Bishop Berkley's, its "star of Empire" has made its way both eastward and westward.

If we trace back the civilization of modern nations, we go back directly to the Romans. Why, look at the 30 per cent. of Latin words in the English language. The Romans in turn reflected the knowledge of the Greeks, and we have 5 per cent. of Greek words. All of these people were pure Aryans, and there is every reason to believe that the Aryans, whether yonder in Asia or here in America, were worthy of their name.

Here I would say that I do not join in the clamor against the northern hordes that poured in upon and broke down the Roman Empire. The name of "Goths" and "Vandals" means only that they belonged to the unterrified Aryan stock, and we believe that they out-threw the effete Latin race because they were better men, *else they could not have done it.* That the Romans should call them barbarians is natural, just as geographers put down all countries they don't know as unexplored deserts, which daily grow larger and more fertile as they are known.

We close with a statement made by the learned historian, Dr. Francis Lieber in the presence of the writer; that, modern civilization is made up of Grecian intellectuality, Roman law, Christian morality, and Teutonic independence — all pure Aryan principles. — Prof. H. C. MITCHELL, *Atlanta, Ga., quoted in the N. Y. School Journal.*

HOW YOUNG EYES ARE MADE NEAR SIGHTED. — A prolonged and steady looking at an object or objects near the eye, though at proper distance, without rest or frequent change of the visual focus, as in long and absorbed novel reading, intense study or persistent diligence in needle work; the practice of reading or otherwise using the sight at too short range, are causes of near-sightedness. This latter results, in part, from insufficient light; or from its faulty direction, so that the hand or body throws a shadow on the page; or so that the direct rays fall upon the eye, causing undue contraction of the pupil, while the page is in shadow. It results also from improperly graded desks, from small and poor type and inferior printing-ink, and from faulty color and quality of printing papers; also from pale writing ink — pale when used — and from substitution of the lead pencil for the pen, especially in the evening. A prone or forward position of the head too long maintained, or frequently repeated and becoming a habit, is another cause. This results from reading or studying with the books in the lap, and from the use of desks not graded to the height of the pupil. Donders says, "In the hygiene of myopy the very first point is to guard against working in a stooping position." He favors high, sloping desks; and indicates "rectilinear drawing on a flat surface," as a class of work which is especially objectionable. Reading and studying in railroad cars is known to be a fruitful source of injury. Insufficient light, perhaps more than any other cause, produces diseases of the vision. This is not confined to the schools,

Sadly frequent as it is found to be there, it is believed to be yet oftener illustrated at home, both by daylight and in the evening, in preparation for the school and otherwise. Artificial illumination is faulty at best, but, even in the most favored homes, the elder group is apt to monopolize the shaded drop-light or student lamp, while the schoolboy, with his text-books, is found somewhere in the outer circle. — *Popular Science Monthly.*

ARCTIC EXPLORATION OF THE NORTHEAST PASSAGE. — Although arctic exploration in the direction of the northwest passage has been a favorite yet comparatively fruitless enterprise for many years, it was not until last year that asuccessful exploration of the northeast passage to Asia was made. Explorations in this direction had for three centuries proved abortive, so that the first successful one was made by the Swedish ship *Vega*, under the command of the energetic explorer, Prof. Nordenskiold. He completed the memorable voyage during the months of July, August, and September of last year — a voyage which Capt. Markham says will always rank as one of the greatest geographical feats of the present century. The commander of the *Vega*, after careful study of currents and movements of ice in these seas, and two test voyages in 1875 and 1876, at length succeeded in making the famous passage from the Atlantic to the Pacific ocean around the northern part of Europe. He also succeeded in opening up the Siberian coast and rivers to civilization and commerce. On the 5th of August last, Prof. Nordenskiold reached the mouth of the Yenisei river, and on the 19th of the same month, the first keel (as Capt. Markham says) made by human hands cleft the sea round the most northern point of the old world." This was Cape Chelyuskin — the *Promontorium Topin* of Pliny — found to be in north latitude, 77° 41′.

Another notable voyage in this direction was made last year by the Dutch schooner *Willem Barents* — so designated in honor of the Dutch navigator of that name in 1594. This schooner succeeded in reaching the hitherto inaccessible shores of Franz Josef Land, lying three degrees north of Novaya Zemblya (or Nova Zembla). The only other vessel which approached the inhospitable coast was the Austro-Hungarian exploring ship, *Tegetthoff*, which drifted there in the ice in 1872–3, in which she was hopelessly beset, and from which she was never extricated, but had to be abandoned by her heroic crew.

The geographical importance of this feat of the *Willem Barents* cannot be too highly estimated, as it has disposed of many knotty points in northeastern Arctic navigation. It is expected that it will greatly facilitate the scientific exploration of the polar sea and area, and thus solve many doubts and surmises of navigators in arctic waters.—*Canada School Journal.*

PROF. BENJAMIN PIERCE, of Harvard College, sent a card to the newspapers, in which he says: "I am fully persuaded that the comet recently discovered by our eminent American astronomer (Dr. Gould) is a return of the wonderful comet of 1843, which has been considered as in many respects 'the most interesting of any on record.' (Cooper's Cometic Orbits.) The first record of this comet is in 1770 before Christ, with an average period of about seven years. The subsequent visible and recorded returns are 370 and 252 and 183 before Christ, and after Christ 386, 422, 533, 582, 708, 729, 882, 1077, 1106, 1208, 1313, 1362, 1382, 1402, 1454, 1491, 1511, 1528, 1668, 1689, 1702, 1843, and 1880."

THE NATURAL TEACHER.—Do you know a person who loves to learn, and who has, besides, the gift of explaining his knowledge to others? That person will become a teacher. The common idea has been that any one who possessed book knowledge could teach,—the power to impart was entirely overlooked. John B. Gough is not a learned man, surely, but he can make a powerful impression for good on thousands at the same time. The teacher must be able to convey, not simply knowledge, but his ideas. Not every well-bred man or woman can teach if they have the requisite knowledge. The effort of a community should be to get those who are adapted to teach into the school room,—and only those.—*New York School Journal.*

THE most prominent defect in our present modes of instruction seems to be the imparting of knowledge that is a better preparation for a professional or mercantile career than for the sturdier life of a mechanic or farmer. Grammar, history, mathematics, and the languages are studied to the neglect of the physical sciences. These branches, particularly grammar, history, and the languages, are mainly ornamental. It is true they develop intelligence, and intelligence always works better than ignorance; but they are not the muscle that produces invention, or tills the soil. A knowledge of nature's laws rather than of men and speech is what the masses need.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

DISTRICTS.

Q. Can a district be legally altered on a legal holiday?

A. No, the act of altering a district is *quasi* judical, can be appealed from. It requires previous notice to be given to the clerks of the districts to be affected, and they may decline to pay any attention to a notice calling a meeting on a holiday.

Q. If it is proposed to detach territory from a district in the town of A, and attach the same to a district joint between A and B, has the town board of B, any right to vote on the question of detachment?

A. It is not necessary to make this a separate question. The resolution acted on may be, that certain territory be detached from such a district in the town of A, and attached to such a district joint between A and B. The vote of the board of A, applies to both parts of the resolution; the vote of the board of B, applies only to the latter part. The law as it now reads (Sec. 418), contemplates this mode of procedure.

Q. Can the executive committee of a town board of directors act in altering a subdistrict?

A. It may be held that they can, under section 528, but the action is subject to review by the board.

2. Having voted that the district treasurer pay back the dog tax to those of whom it has been collected, can the district compel him to do it?

A. No, the district has no power to pass such a vote, and it would be unlawful for the treasurer to obey it.

Q. Is a district obliged to vote a salary to pay the clerk?

A. The provision is not compulsory. A district *may* do it.

TEACHERS.

Q. Can I make up one lost day, on Saturday, two of the board consenting?

A. The law does not recognize Saturday, as a school day. There is really no power on the part of the board to count a Saturday. (Sec. 459.)

Q. Must a teacher in a district joint between two counties report to both superintendents.

A. The superintendent who issues the certificate that is, the one in whose county the school house is located, has jurisdiction, and may require reports. If the other superintendent also wishes reports, it would be courtesy to make them.

Q. Can a teacher collect pay for time spent in attending examination for a certificate, after school begins, his old certificate running out?

A. No, if the certificate runs out, the contract runs out, until the teacher again becomes qualified. These things should be attended to before the school begins. If circumstances prevent, the necessity of losing time to get a new certificate, is like any other necessity for losing time, simply an inconvenience to both district and teacher.

MISCELLANEOUS.

Q. Is a treasurer obliged to pay an order which reads: Pay to A—— B——, $——, out of any money in your hands?

A. He should know for what it is to be paid. The order should specify this, and the fund out of which it is to be paid. If he pays an order loosely drawn not knowing what it is for, he does it at his risk.

Q. Can a parent dictate what text-books his child shall use, as well as select the studies to be pursued?

A. The power to determine what text-books shall be used is given exclusively to the board, under the advice of the State Superintendent.

Q. Must the census of school children in an independent city be taken exclusively by the city superintendent?

A. No, it is to be taken under the direction of the board, as provided in section 554.

THE object of education is rather to form a perfect character, than to qualify for any particular station or office.—*A. Potter.*

THOSE studies should be regarded as primary, that teach young persons to know what they are seeing, and to see what they would otherwise fail to see.

A TEACHER ought to know of everything much more than the learner can be expected to acquire. He must know things in a masterly way, curiously, nicely and in their reasons.—*E. Everett.*

SOME SHORT ARTICLES.

—It is a fact much to be deplored that the work in our elementary schools is largely chaotic. Each teacher so far as a plan of study is concerned is, like Alexander Selkirk, "monarch of all he surveys." As he enters the school he plans the work as best he can, and labors to bring about some systematic method, and at the end of the term has arrived to a basis upon which he can work. A new teacher succeeds him, who knows nothing of the work of his predecessor, there being no record of it left. A new system of work is at once adopted entirely different from that of the preceding teacher, or, perhaps his work is sort of a miscellaneous affair, having no system to it. Thus, each succeeding term brings about a change, defeating all efforts made toward any system in our elementary schools.

—The laws of health seem to be strangely neglected in our schools. One often learns more of sanitary science in a year's reading of newspapers than he did in ten years of schooling. Two years ago, at a meeting of the American Public Health Association, Professor E. W. Claypole, of Antioch College, suggested that sanitary science should be popularized in schools and colleges. He suggested that the reform should begin with the instructors, making them the centres of sanitary knowledge. "Sanitary teachers," was his maxim, "will in time produce sanitary schools."

—We have for a long time looked with envy on some features of the Pennsylvania school law. It has the Township System, superior systems of licensing teachers, county superintendents who have authority as well as responsibility, a state superintendent who practically holds a permanent office. We came home from Cumberland county with a confirmed opinion of the excellence of the Pennsylvania system, and with a higher opinion of the average excellence of Pennsylvania teachers.—*School Bulletin.*

—It is far from being true, in the progress of knowledge, that after every failure we must re-commence from the beginning. Every failure is a step to success; every detection of what is false, directs us towards what is true; every trial exhausts some tempting form of error. Not only so, but scarcely any attempt is entirely a failure; scarcely any theory, the result of steady thought, is altogether false; no tempting form of error is without some latent charm derived from truth.

CORRESPONDENCE.

EXAMINATIONS IN HISTORY.

[The following brief paper has been furnished by request, and appears here because the first form of this issue was already printed when it came to hand, and we do not like to keep it over.—EDS.]

A number of years ago there appeared in one of the English Quarterlies—I think the Edinburgh—some very discriminating biographies of American statesmen, among the rest of Gov. Clinton, in which their patriotism, honesty, and unselfishness were prominently noted. I read these with great pleasure, and felt that the general circulation of a volume of such would do much to counteract the poisonous effects of the indiscriminate slander now cast by partisans on all prominent candidates for public office. Our young people, gaining their knowledge of public men from the newspaper press alone, are led to conclude that all such are corrupt, and that success in public life is inconsistent with integrity—a very erroneous and corrupting idea.

The above recollections were brought to my mind by listening to an examination in U. S. History of the candidates for graduation in the River Falls Normal School, by Superintendent Whitford. His method was novel to me, and appeared very excellent. It was simple and efficient, and one which might afford suggestions to county superintendents, and others, in their examinations on this branch of study. The plan was to mention a name prominent in American history, and require a sketch of his character, and a statement of the important events in which he was an actor. Selecting a few such names, touching upon the leading points in our national life, afforded an excellent test of the candidate's knowledge, and an easy way of bringing it out.

It has seemed to me that there is room for a new text-book, based upon this idea. It would be historico-biographical, taking such names as would bring out a consecutive view of our history and progress, at the same time that it enlisted the interest of the students in the character of the individual, and prompted them to emulate his virtues. We might have, for instance, a series of chapters headed thus: Washington, and the causes of the Revolution; Jefferson, and the Constitution; Clinton, and Internal Commerce; Washington Irving, and American Literature; Franklin, and Science and Invention; Jackson, and the War of 1812; Daniel Webster, and State Rights; Lincoln, and the Rebellion; Grant, and our Military Resources; Hayes, and Civil Service Reform.

Such a work, in a popular style, by such a writer as Parton, thoroughly informed on the subject, and in full sympathy with it, could not fail to interest and instruct our youth, and lay the very best foundation for future historical acquisitions.

How much of English history that makes a lodgement in the general understanding, and of the patriotism that dwells in the hearts of the great body of the English people, clusters around the names of Alfred, the Great, William, the Conqueror, Richard, the Lion-Hearted, Milton, Shakespeare, Hampden, Crom-

well, and Sidney? What stirs the hearts of Scotchmen like the names of Wallace, and Bruce, and Burns, and Knox, and Chalmers?

He who prepares an acceptable work of this kind, fitted for our common schools, will certainly have a right to be called a public benefactor.

Pewaukee. A. F. N.

Should we write "Dells of the Wisconsin," or "Dalles?" The programme of the State Teachers' Association, as printed in the JOURNAL, has "Dells." One issued by the Secretary, has "Dalles." T.

"Dalle" is a French word signifying a "flag-stone," also, a "spout" for water. The "Dalles of the Columbia" is a term applied to a place on that river where the water rushes violently through a chasm, between steep walls of basaltic rock. We have also the "Dalles of the St. Louis," in Minnesota, near Duluth. In Wisconsin, our maps, histories, newspapers, etc., speak of the "Dells" of the Wisconsin and of the St. Croix. This is evidently a corrupt spelling, but almost universally prevalent in this State. By whom it was introduced, we know not. The late reports of the State Geologist spell the word correctly.

WILL you please explain "correction lines," and greatly oblige a subscriber? (See Nicodemus & Conover's Map of Wisconsin.) E. H.

In surveying a large body of land, there must be a meridian line — a north and south line — to measure from; also, base lines. In surveying Wisconsin, the "Fourth Principal Meridian" was extended from Illinois. It is coincident with the boundary between Grant and La Fayette counties. For a base line, the north line of Illinois was first used, as we suppose.

In laying off ranges of townships, east and west of the principal meridian, the surveyor would measure six miles on the meridian, and on the base, and thenceforth the townships would be nominally six miles square, but the boundary between the successive ranges would be a north and south line. Now, if the earth were a plane, ranges of townships starting with a width of just six miles, on the base line, would continue to be of that width, as far as the surveyor should go north; but the earth being a sphere, the lines as they run north will converge, each side of the principal meridian, and the width of the townships become less than six miles; and after the survey had been carried sixty miles north, it was deemed necessary to *correct* the diminution in width. The line upon which this was first done, is called the "First Correction Line," extending from the Mississippi, through the north part of Crawford county, the center of Richland, and so on east to Lake Michigan.

It will easily be seen, say by following this line west from the center of Richland county, that the townships north of that line, being now measured six miles wide again, are a little wider than those south, the difference, in the six ranges passed over before you reach the Mississippi, amounting in all, apparently, to more than one-third of a mile. Another series of similar off-sets will be seen by following the "Second Correction Line," from near the southeast corner of Jackson county to the Mississippi. After making the townships again

measure six miles, on this new base line, the convergence of the same in six ranges between the first and second correction lines, appears to have been about three-fourths of a mile. Some singular surveying seems to have been done in the northeast corner of Monroe, and the southwest corner of Jackson county, at this period.

This explanation is made after an examination of Nicodemus and Conover's Sectional Map of Wisconsin, and very likely needs correction itself, by a practical surveyor, and some further explanations.

How is Wisconsin really bounded? There was much controversy here lately about it? An Old Teacher.

Controversies often arise from confusion of ideas, or from the use of terms by different parties in different senses. Understanding by Wisconsin, a certain political division, it is bounded on its several sides by the political divisions which surround it: by British America, by Michigan, by Illinois, Iowa, and Minnesota. Consequently, the "enabling act" so called — an act of congress, found as an appendix to the revised statutes — which describes the boundaries of the State, begins at the northeast corner of Illinois, in the center of Lake Michigan; first pursues the boundary line of Michigan, passing through Lake Michigan, Green Bay, etc.; then goes through the center of Lake Superior, up the Saint Louis river, to some rapids; then due south to the Saint Croix; then down the Saint Croix and Mississippi, in the main channel, to the northwest corner of Illinois, and then east to the starting point. The act also provides that the State shall have concurrent jurisdiction on the Mississippi, and all other rivers and waters bordering on the State and forming a common boundary between it and other states.

It is evident, therefore, that the legal boundaries of the State, as a political division, are coincident with the legal boundaries of surrounding states, which boundaries happen to be mostly by the center of bodies of water, or in the mid-channel of rivers, and not on the land. But regarding Wisconsin as a name for a certain peninsular-like portion of land, and giving its boundaries as such, we may truthfully say, that, as North America is bounded on all sides by the waters which surround it, except on the short artificial line which separates it from South America, so Wisconsin is bounded on its various sides by certain waters, except on the artificial line of division between it and Illinois, and for short distances between it and Minnesota and Michigan.

In teaching geography, this distinction should be borne in mind, and the pupil made to understand it. In that way, confusion of ideas will be avoided.

Why are the eastern and western hemispheres divided as they are, on ordinary maps of the world, when the meridian of Greenwich is taken as zero in reckoning longitude? N.

The island of Hiero, or Ferro, the westernmost of the Canaries, was formerly regarded as the most western land of the eastern hemisphere, and its meridian taken as the base of longitude. Geographers in Germany, and some other coun-

tries, still reckon from that meridian, which is certainly more intelligible to the pupil in geography, and renders the matter of longitude more symmetrical. But, with England, we reckon from Greenwich, in general geography. Both the division of the hemispheres, and the selection of a prime meridian, are arbitrary.

A CONSTANT SUBSCRIBER TO THE JOURNAL, sending in her annual subscription, says:

MESSRS. WHITFORD AND PRADT: The writer's first school was taught in this place, over twenty-two years ago. I then registered sixty-two pupils, and for four months was paid $14 per month, out of which I boarded myself. My salary for the past five months has been $45 per month, and my register shows fifty names. I now commence my fifth term in ———.

Now, Messrs. Editors, don't you think I deserve to be pensioned, after having spent that many years in educating the youth?

Very respectfully, —— ——.

[We certainly think the writer has a claim upon the gratitude of the public, and hope the time is not far distant when teaching will become a settled profession, and that those who grow old in such service of the public will be rewarded as they ought to be.—EDRS.]

EDITORIAL.

WE PUBLISH in this number of the JOURNAL OF EDUCATION the address of Pres. Chapin, of Beloit College, which he presented last December before the Joint Session of the State Teachers' Association and the Academy of Sciences, Arts, and Letters. At the time of its delivery, it made a profound impression upon the members of both these bodies. It contains passages of rare eloquence. The treatment of the subject is candid, thoughtful, and convincing. It is a timely production, combatting the materialistic, skeptical, and unscientific tendencies of many students of physical science in these days. We trust that our readers will have the same pleasure in studying its paragraphs, that we enjoyed in first listening to them.

HEREAFTER no preparatory classes, except the second year of the classical course, will be organized in the State University. This will compel on an average from seventy-five to one hundred students to fit themselves yearly in our high schools and academies, for entrance into this institution. The movement is judicious and desirable. It takes largely from the University an element very difficult to bring into harmony and assimilation with the other classes. It throws back in some degree upon our secondary schools the responsibility of sustaining the high school instruction in this state. It must tend to unite the University and the other colleges of the state more closely with the upper departments of our public schools.

THE PROJECT of establishing in the State University a department in which its students intending to teach in our public schools may be instructed in the theory and art of their calling, seems likely to end in a failure. At the late meeting of the Regents of this institution, the following resolution was adopted:

That the Executive Committee, in conjunction with the President of the University, be authorized to negotiate with the Board of Regents of Normal Schools, respecting the erection of a chair of Didactics, and to make necessary arrangements therefor, providing that this shall involve no expense to the University.

THE REGENTS of the Normal Schools cannot be expected to maintain such a chair in the State University. They have not the means. With an annual income, smaller than that received by the University, they now have to support four schools in the state, conducted by fifty-nine teachers, and attended by nearly nineteen hundred pupils. Besides, they are compelled to meet five-sevenths of the expenses incurred yearly in holding over sixty institutes in the counties of the state. By the act of the Legislature last winter, they will be required to open and maintain, as soon as practicable, a fifth normal school in Milwaukee. These facts must be known to the authorities of the State University. The above resolution must then be understood, under the circumstances, as a movement which does not heartily accept the proposition to es ablish a chair of Didactics in the highest institution of the state, and which postpones it indefinitely or for years to come. In this action, Wisconsin does not take an equal step with some adjoining states, in preparing the graduates of its University to become the most competent teachers in its high schools, and to assume the highest supervision of the public schools of the cities and counties.

NEW PUBLICATIONS.

FIRST LESSONS IN NATURAL HISTORY AND LANGUAGE. New York: Harper and Brothers.

This little book, just published, is new in plan and method, and we think it to be a work well suited to primary and grammar schools. It furnishes matter both entertaining and instructive, just when such matter is most needed, and happily carries out the idea of teaching something useful to the young pupil in in connection with the study of language. We like the book very much.

A HISTORY OF ROME. By R. F. Leighton, Ph. D. (Lips.), New York: Clark & Maynard. 554 pp. 12 mo.

This handsome volume is one of the excellent manuals known as Anderson's Historical Series, and adds much to its value. Within the last quarter of a century much material has accumulated, throwing additional light upon Roman history, of which Dr. Leighton has happily availed himself. Schools, seminaries, or private readers, in pursuit of a compendious outline of the history of the Roman people, will do well to examine this book, and will, we think, find it

well adapted to meet their wants. It is fully illustrated with maps, plans, and engravings.

THE DOMESTIC MONTHLY FOR JULY does not indicate that fashion has either settled upon simplicity or turned her attention to styles of dress which will take the same rank as a fine picture or a poem; but it is enough to expect of fashion at midsummer that styles shall be becoming, and not altogether opposed to the rules of art, and that they shall not represent the burdens of elegance. It is "the fashion" at present to simplify all toilets in a measure; fewer pieces are thought essential to the whole costume, and for midsummer this is certainly an advantage. In the literary department are three stories, namely: an installment of Mr. Conway's "Bertine." "A Beautiful Girl, by Esther Searle Kenneth, and "Norah," bp Lucy Marion Blinn. Mary Ainge de Vere, and Mrs. Merrighi contribute each a poem, and there is a sketch of the Théâtre Français, and its organization apropos of the colored frontispiece. Eben E. Rexford contributes a timely paper on "The Garden in Midsummer," and the announcement is made of the successful competitors for the prizes offered in the June number. The *Domestic Monthly* is published by Blake & Company, corner Broadway and 14th Street, New York, at $1.50 per year, inclusive of pattern premium. Specimen copies 15 cents.

THE NORTH AMERICAN REVIEW has an able article, in its July issue, on Bismarck. The Chancellor of the German Empire is unquestionably the most astute politician of our time. But he differs in one important particular from the current type of the European diplomatist. The Metternichs, Gortschakoffs, Beusts, *et id omne genus*, with all their imitators, big and little, look on diplomacy as a sort of legerdemain, or, perhaps we should better say, as a game of cards, where the player must under no circumstances "show his hand." The diplomat must use language to *conceal* his thoughts, and he must never commit himself to anything. But Prince Bismarck has repeatedly proclaimed his purposes in advance with the greatest candor. As for his fellow diplomatists of other governments, they have never yet grown accustomed to the great Chancellor's frankness, and still persist in reading only between the lines of his manifestoes. The reader who is curious to obtain an inside view of Prince Bismarck's character as the genius of Statecraft, will find much to interest him in this paper, which is contributed by the Chancellor's Boswell, Moritz Busch, and entitled "Bismarck as a Friend of America, and as a Statesman." Other articles in the same number of the *Review* are, "Canada and the United States," by Prof. Goldwin Smith; "The Exodus of Israel," by President S. C. Bartlett,— a defense of the Pentateuchal account in the light of modern research; "The English House of Lords," by J. E. Thorold Rogers, M. P.; "The Ethics of Sex," by Miss M. A. Hardaker,— a calm, philosophical study of the woman question; "The Panama Canal," by Count de Lesseps; and "Profligacy in Fiction," by A. K. Fiske. The *Review* can be obtained of book sellers.

WE have received from Messrs. VanAntwerp, Bragg & Co., a beautifully printed set of McGuffey's Revised Readers, Harper's Elementary Grammar and Composition, and Peaslee's Graded Selections for Memorizing.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

— Congress adjourned, June 16, with the usual amount of unfinished business. Owing to the nearness of the next Presidential election, both parties have been almost wholly occupied in fence; and no measure of any historical importance has been enacted — unless it be the Ute bill, which is designed to carry into effect the agreement entered into last winter by Secretary Schurz and Chief Ouray.

— The National Conventions have done their work, and the candidates are before the people —

GARFIELD and ARTHUR, Republican;
HANCOCK and ENGLISH, Democratic;
WEAVER and CHAMBERS, Greenback;
NEAL DOW and THOMPSON, Prohibitionist.

— The four candidates for the Presidency were all officers in the Union army, ranking from Colonel to Major General.

— The tenth census is well under way, and some of the figures are already announced, though revision is yet to be made. New York shows about 1,208,000; Philadelphia, 842,000; Brooklyn, 550,000; Boston, 352,000; Chicago, 477,000. St. Louis is very unhappy at being left behind by Chicago to the tune of about 90,000. Milwaukee reports 130,000; Racine, 16,500. Milwaukee steps ahead of Detroit and Louisville.

— The Soldiers' Reunion at Milwaukee, June 7-11, and the June floods in central and western Wisconsin, may be accounted as not unimportant events.

The crowd at Milwaukee during the Reunion was doubtless the largest gathering ever held in the country, aside from the Centennial at Philadelphia.

Less pleasant was the great accumulation of water along the Chippewa, Wisconsin, and Upper Mississippi. Great destruction of property and business was wrought at Eau Claire, Chippewa Falls, and elsewhere.

— The national debt was reduced $16,000,000 during the month of May.

THE MONTH ABROAD.

— What shall be done with Turkey? is the European question of the day. Its ruler seems to be more perversely headstrong, its treasury more hopelessly bankrupt, and its general moral odor more offensive than ever before.

At the instance of the new English Cabinet, a conference of the Great Powers has recently met, with purpose of securing the enforcement of the Treaty of Berlin. This conference supported the claim of Greece to a considerable extension of its boundaries northward.

When Greece recovered her independence, in 1830, she had an unmistakable right to the whole of ancient Thessaly and Epirus, but the jealousy of the Great

Powers deprived her of this, and left it in the hands of "the unspeakable Turk." During the Russian war of 1877–8, Greece made ready to seize this territory by force of arms, but was restrained by England. At the Berlin Congress in 1878, she was betrayed and snubbed by Disraeli, but finally was recognized as entitled to an accession of territory from Turkey. The Sultan, by the characteristic Turkish policy of delay, has thus far avoided the fulfillment of his treaty obligations. The accession now confirmed to Greece will increase her area by nearly one-third, and her revenue by one-half. Whether Turkey will even now acceed, without coërcion, remains to be seen.

—The French Chamber of Deputies has passed an act granting general amnesty to political offenders. The measure is for the especial relief of the communists exiled eight years ago. It is somewhat doubtful how the Senate will vote on the bill. The Jesuits are leaving the country, as their day of grace expired June 30th.

—The English Parliament and nation have been greatly exercised over the case of Mr. Bradlaugh, the noted atheist, who refused to make the usual oath on taking his seat in the House of Commons. The conservatives rallied a majority on a motion that he be allowed neither to take the oath nor affirm, an action which virtually excluded him from his seat. It is probable that he will yet be allowed to affirm.

—The Chilians have proved wholly victorious in their war against Peru, and are exacting terms of peace grievously severe.

—A rebellion has broken out in the Argentine Republic, on the heel of a Presidential election. The candidate supported by the city and province of Buenos Ayers was defeated by the vote of the interior provinces, whereupon the unsuccessful party organized an insurrection.

THE U. S. JUDICIARY.

—The editor of this department is the recipient of so many inquiries, by letter and otherwise, in regard to the judiciary system of the United States that he hopes to meet some of them in advance, by a brief article on the subject.

The national courts proper are as follows, viz.:

1. The U. S. Supreme Court,
2. Nine U. S. Circuit Courts,
3. Fifty-eight U. S. District Courts,
4. The U. S. Court of Claims,
5. The Supreme Court of the District Columbia.

Attached to this system, though not forming a part of it, are the Territorial Courts, Supreme and District.

The U. S. Supreme Court, since 1870, is composed of a Chief Justice, and eight Associate Justices. It sits only in the city of Washington, and is greatly overloaded with work, so that cases before it must often wait two or three years for trial.

Next below this are the circuit courts, which are a somewhat flexible affair. As the name implies, the sessions of a circuit court are not all held in one place,

but at various places within the circuit. There are four places in Wisconsin where the U. S. Circuit Court may sit. They were originally held by justices of the U. S. Supreme Court, each of whom is allotted to one of the nine circuits; but an act of Congress, in 1869, provided for each circuit a circuit judge, having the same powers and jurisdiction as the supreme court justices, in their respective circuits. The member of the supreme court allotted to any circuit is known as the "circuit *justice*," in distinction from the "circuit *judge*." Circuit courts may now be held by either the circuit justice, the circuit judge, a district judge, or any two district judges sitting together. Usually they are held by the circuit judge, the circuit justice sitting with him in very important cases.

The States of Indiana, Illinois, and Wisconsin constitute the seventh judicial circuit of the U. S. The circuit judge is Thomas Drummond, of Chicago. The circuit justice is John M. Harlan, of Kentucky, the last-appointed member of the supreme court.

The district courts form the bottom, or foundation, of the system. There are fifty-eight districts, but only fifty-three district judges, one judge attending to two or three districts in some of the Southern States; as Alabama, which comprises three districts under one judge. Each district, however, has its U. S. District Attorney, Marshal, and Clerk.

In Wisconsin are two U. S. Judicial Districts, the Eastern, under Chas. E. Dyer, of Racine, and the Western, under Judge Romanzo E. Bunn, of Madison. In the Eastern District, sessions are held at Milwaukee and Oshkosh; in the Western, at Madison and La Crosse.

The salaries of U. S. Judges are as follows:

Chief Justice of the Supreme Court, $10,500 *per annum;* Associate Justices, $10,000 each; Circuit Judges, $6,000; Judges of the Court of Claims, $4,500; Judges of the Supreme Court of District of Columbia, $4,000 (Chief Justice, $4,500); District Judges, $3,500 to $5,000, mostly the smaller figure.

U. S. Judges are appointed by the President and Senate, to hold office "during good behavior," which is practicrlly for life; as they are removable only by impeachment. Any U. S. Judge having held his commission ten years, and being seventy years of age, may resign his office, and still receive the full salary during life.

The Supreme Court of each organized Territory consists of a Chief Justice and two Associates, with a salary of $2,600 each. Territorial judges are appointed by the President and Senate, and hold office for four years, unless sooner removed.

INSTITUTE WORK IN U. S. HISTORY AND GOVERNMENT, 1880.

Teachers wishing to make thorough preparation for the history work in the fall institutes, may find it difficult to get at the desired information without considerable loss of time in search and selection. For the assistance of all such, I have undertaken to furnish a sort of key, or directory, to the most helpful authorities on the various topics to be considered.

In the early history of our own country there are really but two great topics, or questions, and these are not independent of each other. 1. *How came this*

nation to be an English speaking one? That is, how is it that the English language, social customs, institutions, ideas of government and religion and education, etc., have predominated rather than those of any other nation? In order to answer this it becomes necessary to ask what other nations attempted in any degree to do that which England succeeded in doing; when, where, how, and to what extent, they made entrance into this continent.

On this part of the work, the subject of national claims in North America, I know of no author who presents a clear and well arranged account. The raw material for the work, however, may be found in quite copious amount in Ridpath's Histories, especially his largest book. Those who have access to Bryant's History, will find in chapters VI to XIII, of Vol. I, full and interesting matter. Especial attention is called to chapters XXI and XXIII of Vol. II, the former treating of the French settlement of the Mississippi valley, and the latter of the Spanish explorations of New Mexico and California. Chapters I to IX, of Parkman's "Pioneers of France in the New World," furnish an unrivalled account of early Spanish and French operations.

I should not advise, however, the reading of these elaborate and fascinating narratives as the first step. It seems better to first work out a concise and connected outline—a tabular view, perhaps—from some familiar text-book. Swinton's is best for this purpose. The skeleton of the subject having thus been set up, let it be clothed upon by as full a reading of Bryant, Parkman, or even Ridpath, as circumstances will allow. The atlas or map should always be in sight during the reading.

The rival nations having been fairly started in the race for possession, we pass directly to consider the outcome, the way in which each claim was extinguished or eliminated. First comes the Spanish seizure of French Carolina, and next the English seizure of New Netherlands (the colony of New Sweden cannot be accounted a national claim). The French and Indian war and the Louisiana Purchase, dispose of the French claim, while the Spanish is closed out by the Florida Purchase and the Mexican Revolution of 1821. This last needs no extended consideration; a mere notice of the fact will suffice.

On the Spanish and French in Carolina, nothing is equal to Parkman's vividly graphic story (first nine chapters of "Pioneers of France in the New World"). On the dispossession of the Dutch, see Chap. XI, and last part of Chap. XIV, Bryant's Vol. II.

The French and Indian War in its consequences, direct and indirect, forms perhaps the most important turning point in our history. Study the war solely for its results. For this, read, first of all, the closing pages (pp. 456–62) of Bancroft's Vol. IV.

Ridpath strikes the key-note briefly, "Popular" Hist., p. 279,—"Academic" Hist., p. 243. The last chapter of Parkman's "Old Regime in Canada," will also be found suggestive in this connection.

On the Louisiana Purchase, consult Anderson's "Popular" Hist., U. S., p. 196–8, and map facing p. 243; Ridpath's "Popular" Hist., p. 378–9, "Academic" Hist., p. 337–8. Also an article in this journal for May, 1880, by the writer hereof.

The second great question is: *How came the government of this nation to be a ederal republic?*

For a concise account of forms of government in general, see chapter IV of Martin's Civil Government. On colonial governments under the English, consult Townsend's Analysis of Civil Govt., chapter V., and Swinton's U. S. Hist., pp. 84–7. For the fullest and best account of the governmental history of each colony, see Part II of Martin's Civil Govt.

The last general topic of the syllabus, "The Growth of the Idea of Union, or Centralization," is somewhat difficult of investigation, but none the less an exceedingly important subject. On this point, nothing is so instructive as Frothingham's "Rise of the Republic of the United States." Those who can get access to it will be amply repaid for working up the following references.

On the prominence of the idea of local self-government in the original *status* of the colonies, read pages 13 to 28. On the New England Confederacy of 1643, Chap. II. On the attempt of James II to consolidate the colonies, pp. 78 to 84. On the various Plans of Union previous to Franklin's, pp. 110 to 119. Franklin's plan, pp. 141 to 150. On the effect of George III's policy, pp. 158 ff. and p. 29.

In continuation of these studies, much profit may be derived from an article in the *North American Review* of December, 1879, entitled "The Permanence of Political Forces," and from that admirable little manual, "The History of American Politics," by Alexander Johnston. No teacher or student of our history can make a better investment than to send 75 cents for it to Henry Holt & Co., New York. Only its first chapter, however, bears directly upon the syllabus of this year.

A. S.

NOTES.

LAST YEAR $181,270.64 was apportioned by the State Superintendent, on the basis of 477,028 children reported, and at the rate of 38 cents for each child. The gain in the school fund income distributed this year is $11,276,96, and in the rate two cents per child.

THE PEOPLE of Dist. No. 8, Otter Creek, Eau Claire county, have been again unfortunate. Their school-house was destroyed by lightning June 2, about seven P. M. It was just eleven months since a school-house on the same ground was demolished by a wind storm.

SUPT. MAHONEY, in a recent number of the *Kenosha Telegraph*, says: "We believe that the compulsory school law has had the effect of bringing two hundred children to the schools of this county, who were never before at school. School boards, keep the ball rolling."

THE REPUBLICAN CANDIDATES for President and Vice-President were both teachers in the common schools. In 1851 C. A. Arthur taught a district school at North Pownal, Vt., and in 1852 James A. Garfield taught the same school. Both had the same object in view — to earn a little ready money.

C. L. POWERS, who has taught, as principal, for several years in the graded schools, at Two Rivers and Hartford, has left school room work, and assumed the position as one of the editors and publishers of the West Bend *Times*. At the reunion last month at Milwaukee, he was chosen the secretary of the permanent organization of the 37th Regt. of Wis. Vol. Inf.

WM. E. COLE, of Fond du Lac, writes: "Regarding the excursion of teachers and students to Colorado, as near as I am able to judge at the present time, not a sufficient number will go to make up a special train. I think, however, that quite a good many will take the trip, but will have to go by regular trains. The round trip rate from Madison will be $65.15; tickets good till the 31st of October."

A CHAIR OF AGRICULTURE was temporarily erected by the Regents of the University at

their last meeting, and W. A. Henry chosen Professor of Agriculture. Prof. E. A. Birge, of the chair of Zoology, was granted leave of absence for one year, Mr. John Murdock serving as his substitute. A chair of Music was created, and F. A. Parker chosen to fill it. Miss Flora Dodge was appointed tutor to assist Prof. Owen, in French. C. R. Vanhise and Magnus Swenson were awarded tutorships to assist Prof. Daniells in Chemistry.

SUPT. GEOGAN, of Sheboygan county, sends this item:

"About ninety per cent. of the teachers who taught in our schools the past winter attended the Institute, and I think its influence was felt in the increased efficiency of the schools. I make a note of institute attendance on each certificate, and I notice that many district officers show a decided preference for those teachers who are willing to devote at least two weeks in each year to special preparation for their work."

THE WHOLE number of children of school age returned from districts maintaining school five or more months, for the year ending August 31st, 1879, was 481,369. Dividing the total income by this number of children gives forty cents as the sum to be apportioned for each child, with the remainder of $3,191.71, to meet corrections which may hereafter be made by the school-districts in respect to the number of children reported.

THE use of the possessive neuter pronoun *its* in the poems which Chatterton wrote and palmed off as the productions of one Rowlie, a monk in the fifteenth century, betrayed the forgery, inasmuch as that little monosyllable *its*, now so common and convenient, did not finds its way into the language till about the time of Shakespeare. Milton never once uses it, nor, except as a misprint, is it to be found anywhere in the Bible.

AT A MEETING of the Board of Trustees of the Deaf and Dumb Institute held on the 8th of last month, Prof. John W. Swiler, formerly of the Illinois Institute at Jacksonville, was elected Superintendent in place of Prof. W. H. DeMotte. The present corps of teachers was retained for the ensuing year. Prof. De Motte remains during the summer vacation, supervising the erection of the new buildings, which are expected to be ready for the use of the school in September.

STATE SUPERINTENDENT VON COELLN, of Iowa, has decided, In re Hilson vs. Independent District of Richland Center, Chickasaw county, that a school-teacher cannot be discharged without a fair hearing, including the hearing of all witnesses and the privilege of cross-examination. Pending such an investigation, which must be had before a full board, the teacher may be suspended, but not discharged. The teacher has a right to be represented by an attorney, and the proceedings of the board must be recorded.

MISS AGNES HOSFORD, superintendent of Eau Claire county, writes under date of June 8th:

"I have visited more than half of the country schools, and have been much gratified to find the teachers, almost without exception, attempting to carry out the methods suggested at the Institute this spring. Some are practicing Grube's method in arithmetic with encouraging success; others are meeting with marked success in teaching reading by phonic analysis. The teachers generally are paying more attention to primary instruction than during any previous term, and are making corresponding improvement in this part of the work."

AN INTELLIGENT CORRESPONDENT of the *Herald and Presbyter*, published at Cincinnati, Ohio, writes as follows in respect to prospects of the northern section of our State:

"It has been my good fortune to see something of the northern portion of this State during my vacations, and I see, without doubt, that its vast prairies, immense forests of hard wood lumber, its mines of iron and copper, and its water power, equal to the best of New England, must in time create a commonwealth equal to the most prosperous in our republic."

THE STATE SUPERINTENDENT has received from the Secretary of State the following report, under date of June 5, 1880:

"In accordance with the provisions of section 260 of the Revised Statutes, I hereby certify that the interest accruing and found due on all the certificates of indebtedness belonging to the school fund up to and including the 31st day of May, 1880, is $109,389; which amount of interest I have placed to the credit of the school fund income. I further certify that the balance in the State Treasury, on the 31st day of May, 1880, belonging to the school fund income, and received from other sources, was $86,350.31, making a total of $195,739.31, on the 31st day of May, 1880, to be apportioned by you among the several counties, towns, villages, and cities, under the provisions of section 554 of the Revised Statutes."

THE BRODHEAD *Independent* says: "It is doubtful whether Prof. Richmond will accept the principalship of our schools unanimously tendered him by the board some two weeks ago. He is well pleased with the school and with his work here, but for some years it has been his purpose to pursue his own studies at some higher institution, as soon as circumstances should permit. Somewhat sooner than he anticipated, the "convenient season" appears to have come, and he now thinks of reading law in an office during vacation, and of entering some institution in the fall. We

do not understand, however, that his decision is absolutely irrevocable, and we are not without hope that his valuable services may be secured for our schools for another year."

PRESIDENT HAYES attended on the 24th ult. the commencement exercises of Kenyon College, Ohio; and in a brief address to the students of that institution made the following remarks in respect to the advantages of the smaller colleges:

"The student of a small college who has diligently and thoroughly mastered the studies of his course, will surely find that he is at no disadvantage as compared with the greatest of what are known as the great colleges in the training element, knowledge, habits of thought and study, which are requisite for success in the professions or in any field of learning or service which he may choose to enter. There are compensations in little colleges for the well-known advantages of larger institutions. I do not discourage the great colleges. I know by the comparison of results. I merely say to you, as students of one of the small colleges, you need not dread more than others the competitions by which in practical life merits are discovered and determined."

THE MEMPHIS *Avalanche* thus speaks of the last year's work of the principal of the Le Moyne Normal School, of that city: "Prof. Steele, through the kindness of publishers, and other scanty resources, has gathered at the Le Moyne a very choice library of several hundred volumes, which is free to the use of all our citizens. He has also, this season, for the benefit of our colored citizens generally, maintained a course of free lectures, delivered by our leading thinkers on practical topics, which has been very successful. This course ought to be, and, the *Avalanche* predicts, will prove the precursor of courses of lectures for the benefit of all our citizens. Prof. Steele is a gentleman of superior ability and rare culture, who is devoted to doing good; and the *Avalanche* takes pleasure in commending the noble work of himself and his worthy assistants."

THE *Free Press* says: "The spring term of the Reedsburg school closed last Friday, and, for the pleasure of the scholars, the teachers interested themselves in having a picnic in the park in the afternoon, at which strawberries and cream were served. Of course this was a matter of great enjoyment to the scholars, and a goodly number of the parents added interest to the occasion by their presence and participation in the afternoon festivities. For the teachers we may say, that they can congratulate themselves on having done their full duty to their scholars, as we have heard only words of commendation for each and all of them. The school has been ably conducted by the principal, Prof. J. H. Boyle, assisted by an able corps of teachers, as follows: Miss Mary Neeley, principal's assistant; Miss Nellie Neeley, intermediate; Miss Alice Green, second primary; Miss Hannah Weinzierl, first primary."

HERETOFORE, the incidental expenses of occupants of Ladies' Hall have been assessed at $32 each year, but this being found altogether too small, and the building an increasing burden to the University fund, it was decided by the Regents, at a late meeting, to make the assessment for the next collegiate year the sum of $50, to be paid as follows: $20 for the fall term, $15 for the winter term, and $15 for the spring term. Board and washing are additional. This sum is quite low enough, for it includes room-rent, care of rooms, baths, fuel and light, and the use of the great building in all its various departments. Even at $50 per year, the buildings will have to be filled to completion — 60 students and 10 lady officials — to make it pay expenses; not being filled, however, the Regents anticipate Ladies' Hall will cost them $1,000 over and above its income, the coming year. Including board, but excluding washing — which is charged for at the rate of 60 cents per dozen — the young ladies, under the new regime will pay $164 per year, or $4.31 per week, for 38 weeks of schooling.

LET US now take a view of the extraordinary rise and progress of the higher education in this country. Let us take first the growth of collegiate institutions. Prior to the last forty years there were very few colleges, and those almost exclusively in the eastern States. But since then the increased sense of the necessity of education, the great increase of surplus wealth in the hands of Christian people, and the great and liberal grants of land by the government, have greatly and rapidly increased the number and quality of colleges. Dividing the ninety years since 1790 into three periods, we see the establishment of colleges as follows:

	Colleges.
Established prior to 1790	14
Established from 1790 to 1820	13
Established from 1820 to 1850	80
Established from 1850 to 1880	251

A glance at this table shows how very recent, and yet how great has been the advance in collegiate education. The year 1840 may be taken as the beginning of the advance. Out of 358 colleges now existing, nearly 300 have come into existence the last forty years. A superficial observer might be apt to say that this advance of students and the quality of education were not as great as the advance

m the number of colleges. This would be only superficial, for the increase of students is even more in proportion to that of colleges, for not only have many of the new colleges a large number of students, but the oldest and best colleges have more than doubled their numbers. Harvard, Yale, and Princeton have doubled their numbers and doubled the means of instruction.

JUDGE NAPTON, of the Supreme Court of Missouri, delivered last month, in behalf of all the members of this court, the following decision, which covers also an important point in the school law of Wisconsin:

"The only question in this case is, whether rule 11, adopted and enforced by the board of the Jefferson City school-district, in the case of the plaintiff's son, is a legal one.

"The question arose on a demurrer to defendant's answer, which set up a breach of this rule by plaintiff's son as a justification for his suspension. The circuit court sustained the demurrer.

"The rule 11 is as follows:

"'Any pupil absent six half days in four consecutive weeks, without satisfactory excuse, shall be suspended from school.' The statute provides that the 'board shall have the power to make all needful rules and regulations for the organization, grading, and government of the school in their district.' It is clear that the legislature has entrusted to the school board the duty of making regulations touching the government of the school, of the necessity and propriety of which they are primarily the judges. They are elected by the people of the district, and must be presumed to be conversant with the subject, and have no motive to make any rules except such as in their best judgment are necessary and proper to promote the objects of our common school system. That the judiciary might intervene in case of rules, manifestly reaching beyond their sphere of action, and relating to subjects nowise connected with the management or successful operation of the school, was decided by this court in Dritt vs. Snodgrass, 66 Mo. R., 286, and that the courts might interfere also in case where the rule was calculated to subvert or retard the leading object of our legislation on the subject, may be conceded. But I apprehend that the case should be a plain one.

"It is said that occasional absences from school on the part of the pupil, or "truancy," as it is familiarly termed, if of no importance to any one except the pupil or his parents, and its indulgence is, therefore, not to be attended with such punishment as suspension or expulsion from school entirely — that every child has a right to go to the public school, and that right cannot be taken away by a rule of the board; that such a rule is subversive of the object of our system of common schools, which was designed to throw open the door of the school to all children of the proper age, and give them an opportunity of acquiring such education as will fit them for the after duties of life. This is true; but this right of attending school necessarily requires, when the school is joined, and whilst such attendance continues, a submission to the regulations of the school. Suppose rule 11 to be inverted, and instead of reading as it now stands, should read thus: "Any pupil is at liberty to go fishing during school hours, and be absent a half day or a whole day and as many days as he pleases, provided he conducts himself decently when in attendance on school." And this is the point to which the argument of the plaintiff tends. The pupil, it is urged, is at liberty to be absent when he pleases, and such absence is a matter solely between him and his parents. But the studies in our public schools are, I presume, classified according to the ages and advancement of the scholars, and the continued and repeated absence of one of the class is not only injurious to the absentee, but, if allowed beyond a certain point, is calculated to demoralize those who attend, and derange the orderly instructions of the teacher.

"Taxes are not collected to pay teachers to sit in front of empty benches, or for pursuing truant pupils. Such absences, when without excuse, are the fault of the parents, whose business it is to see that the attendance of their child is regular, unless prevented by causes which will, of course, be an excuse under the rule now in question.

"My opinion is that the rule in question was clearly within the power of the Board of Trustees, and that it is not our business to supervise its expediency, even if we might differ with the Board on that point; but all the judges are of the opinion that the rule was a reasonable and proper one. The judgment will therefore be reversed and the case remanded.

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ADDRESS,

Delivered before the Wisconsin Teachers' Association, at Madison, July 7, 1880, by W. H. BEACH, President of the Association.

Teachers, as a class, are often supposed to live quiet, sedentary lives, to a great extent removed from the stirring scenes of active business. Those who are in the spirit of the work will not fail to claim that the teacher's life is one of intense activity and earnestness. In this busy American life of ours there are everywhere formed clubs and associations of those among whom there exists a sympathy arising from the pursuit of similar objects. Rest is needful, and mutual consultation is profitable. It is eminently fitting that teachers should hold their conventions, and get all the good they can from words of counsel and of cheer. The year that has passed may have seemed to outside lookers on, an uneventful one to teachers. But there has been the same amount of work in the school room, the same routine of study and recitation, the same amount of drill.

Certain features of our work as an association, require attention and encouragement. A year ago, at La Crosse, especial and willing efforts on the part of the teachers, school officers and citizens of that place, combined to make our meeting one of the most successful and enjoyable that we have ever held. We shall always remember it with pleasure and gratitude.

An important feature of that meeting was the exhibitory work presented by the schools of the state. It may be difficult to do so much in this respect every year. It is the earnest desire of the committee having this matter in charge, that the schools respond to the

invitation of the State Agricultural Society, by presenting work at the coming fair. Liberal premiums are offered. Even the work prepared last year might very properly be entered this year.

I do not consider it any part of my duty on this occasion to suggest changes in our system of education. Such suggestions, if needed, will come more fittingly from those whose work of general supervision renders them more competent to propose changes. All that I purpose to do is to say a few words of a general character, on making the best use of the system and means that we have, and fitting ourselves for the best possible work.

Each one in his own locality is, or ought to be, more interested in his own work than in that which is being done elsewhere. We have neither the time nor the ability to look in detail at the work being done over the state at large. We all have a right to rejoice at the favorable outlook. The system that so many have so long and so faithfully labored to establish, is surely bringing forth its fruits. The pioneers worked amid many difficulties and discouragements. It is comparatively easy for later teachers to carry on and improve what others originated and established.

In the general arrangement of school work, as in everything else, laws and systems are of the highest importance. Judicious oversight on the part of school boards and superintendents is essential to the most satisfactory progress. It is gratifying to believe that this work of supervision is in competent hands. But this is but preparatory, however essential, to the actual work. The office of secretary of war, the quartermaster, commissary, and pay departments of the military service are very essential, but they do not accomplish the work for which an army is created. We teachers are all under instructions, but we must, according to our own judgment, attend to the work of discipline. We must maintain our position, hold all that has been gained, and be ready at each favorable opportunity to move forward, even at the risk of a little skirmishing. Sometimes armies splendidly equipped, and with blazoned banners presented by fairest hopes, have marched forth only to march back again discomfited. Men have gone forward, organizing as they have gone, living on the country, and have accomplished enduring victories. As I read the signs of the times, I do not see any indications that the people are going to call a halt, much less order a retreat.

For the successful working of any system, it is needful that all its parts stand within supporting distance of each other. There is no

part of our system that we can afford to do without. Thorough instruction in the primary and elementary schools is the most important of all. And I am glad that during this session the subject of primary teaching is to be presented by one of our most successful teachers, Miss Brayman, of Platteville Normal School, not merely in theory but in actual practice. A lasting superstructure cannot be reared on an unstable foundation. The high school and the academy perform a double office, giving a more extensive preparation for intelligent citizenship, furnishing for teachers of common schools a more thorough outfit, exerting a quickening influence that shall pervade all the schools below them, and affording the needed preparation to those desiring to pursue a higher course of study. Our splendid system of normal schools is indispensable. Upon the call for men in 1861, the willing spirit of the patriot was not wanting. But there was in every community a need of some one who knew how to organize and direct what was so freely offered. There was no economy in learning by wasting. There is no economy in learning how to teach school at the expense of the correct progress of pupils and classes. The training and methods imparted in these normal schools are the most economical features of our system. As improvements are needed let them be made. In the meantime let us make the most of what we have in the normal schools. And as the next best thing for the proper instruction of teachers, we need to sustain the institutes organized in so many districts of the state. The time-honored denominational colleges, and the efficient and free-handed University, compact and solidify all the rest, and afford an advanced starting point for the scholar.

It is true that comparatively few of the youth of our state pursue a collegiate course. It may also be true that a large part of the children do not complete a high school course of study. But the common schools are better for the high school. The high schools are better for the college and the university. It is doing a student an injury to let him graduate even from the university, with the notion that he has done more than make a beginning. There is no true scholarship unaccompanied by humility. Leading a scholar to look forward with the desire to learn more, is the greatest kindness we can do him. We do not want to let our scholars "graduate," with the thought that they have done some great thing, and that their education is finished. It has seemed to me that high school boys and girls work with more of the genuine spirit of the student if from their

windows they can see where, upon a higher hill than theirs, there rise the walls of a college. The looking forward to other pleasant heights with a feeling of unrest and a desire to walk on those higher grounds, even if the desire is never to be entirely satisfied, is better than to rest self-satisfied in the belief that one is as high as anybody need to be, that he has seen all that is worth seeing, and learned all that it is worth while to know. Education should be an awakening, and our system of schools should have this effect.

We hear much of practical education, and we sometimes hear it said that the country is over-educated. Those who talk of practical education mean the learning of those things that can be directly used in earning a livelihood. Mathematics is regarded by many as the most practical of all studies. But who, unless he be an engineer or an astronomer, uses much of the higher mathematics in his daily business? Eminently successful business men have frequently acknowledged that the peculiar discipline they had needed, the kind of reasoning they had used in coming to safe conclusions in working out commercial problems, had been acquired in the study of other things as well as mathematics. The analysis of a sentence in language, even if be not a living language; the analysis of a flower in botany, or of a bug in natural history will cultivate the habit of close observation, and attention to little points and details, that forms the most essential element of success in every kind of business. Special studies long continued give one-sided tendencies. A symmetrical development is the result of a harmonious combination. And it is not so much the using of things we have learned, as the ability to draw on our resources, and to invent in emergencies, that promotes success. An eminent lawyer finds recreation, renews his strength, in working out the hardest problems he can find in geometry and calculus. He does not use this knowledge directly in the practice of his profession, but he finds the study practical, because the exercise fits him for the work he has to do. One of the foremost of our great jurists refreshes his mind in the study of the classics. The statesman-general carried his Greek and Latin books with him for the leisure hours in his campaigns, and his campaigns were none the less successful. None of these probably ever used the facts they thus learned, but they used the skill and power of thought they acquired. The ability to learn and apply the exact truth in each new combination of circumstances, each new emergency, is, after all, the most practical thing in the world.

And it is said the country is over-educated. If by this it is meant that there is too much inclination on the part of those who have completed a liberal course of study to rush into the learned professions, so-called, we are disposed to admit its truth. One remedy proposed is to abolish most of our higher schools, or to cut out of our course of study most of the higher branches; not give our boys and girls a chance to learn so much, and then they will be obliged to work for their living. But an aristocracy of learning is no more to be desired in this republic than an aristocracy of wealth or rank. Our presidents are men who have come up from the humblest walks of life. The way is to be left open for all. And yet, it has seemed to me that we are doing our pupils a wrong when we hold out to them as inducements to study, the hope of things impossible or improbable. Our boys are too much encouraged to be ambitious for professional life and official position. Let the demand regulate the supply. There is too much forcing into particular channels. If we could persuade our scholars to study for the love of it, and let success and honors come of themselves if they will; if we could teach them to find enjoyment in the activity and companionship of their own thoughts, independent of position or publicity, we would do them lasting good, and would shield them from many a keen disappointment.

Years ago, one of the foremost educators of the country, connected with an eastern college, would give to every boy to whom it might be profitable, a college training, and then would make of him, not a lawyer, or minister, or doctor, but a farmer and an independent man. The other day a learned divine, in addressing college classes, emphasized the same thought. Life should not be looked upon as a mere strife for success, a competition for preferment. In peaceful and thoughtful homes there is more enjoyment than in the heated wrangling for place that costs more than it comes to. An old proverb speaks of a cow in a private pasture feeding in clover up to her eyes, but discontentedly lowing to get over the fence into the closely-grazed public common.

A farmer may raise paying crops without a knowledge of botany; but if botany will suggest pleasant thoughts and impart a new interest in the garden and the growing grain, it will pay to study it. Virgil, at the request of his emperor, wrote his Bucolies and Georgics that the people reading them might be led to look upon agriculture as a pleasant business. We have always supposed that Virgil accomplished some good in this direction, notwithstanding the fact that his

books do not contain so much practical information for the farmer, as one might find in an agricultural, patent office report. The furrow will be just as straight if, while he follows the plow, the plow boy can follow pleasant thoughts suggested by the clover, and even by the weeds and the dry but fruitful earth. Philosophy may lead the mechanic to see something new in the machinery, something interesting in the dryest material, and his work will cease to be a drudgery. The promoting of any intelligent interest in anything that is worthy is the surest safeguard against temptation and crime, the surest source of healthful enjoyment. There is no happiness in indifference. The story is told of an inmate of one of our state prisons, who did not want to be released from imprisonment until he could see how some flowers that he had been permitted to cultivate, were going to come out. An active interest in something worthy is conducive to bodily health and mental enjoyment. Statistics prove that men engaged in business that calls for study and thought, are the healthiest and the longest lived. The great law giver of the Jews was a model statesman, always burdened with anxious care, and great but not uninteresting responsibilties; a laborious historian and by inspiration a scholar, but he lived to a good old age, and even to the last, we are told "his eye was not dim, nor his natural force abated."

If we can start our pupils on a life long career of interesting study, not necessarily in the learned professions, but in the shop, in the store, on the farm, in the kitchen, we shall add to the productive labor of the world, and to the happiness and long life of men and women. If we can teach them that to be useful is better than to be merely respectable; that any honest toil is honorable and may be pleasant; we shall cease to hear of briefless lawyers and fasting doctors, of teachers who have outlived their usefulness as teachers, and who are not adapted for anything else. And if everybody would go to some school and acquire this ideal and yet practical education, we might after a while cease to hear even of tramps. We would no longer hear the complaint that the world is over-educated.

But the youth given us to educate are not all ideal. There is need not only of the exercise of tact in developing, but of a power in restraining. I suppose we have but little sympathy with that sentimental spirit that would require teachers to restrain and govern altogether by gentleness. It may be an easy way, for the time being, to dispose of an unruly boy, by turning him out of school. But such a course is filling the streets of some of our cities with young vaga-

bonds and communists. It is better to restrain them and keep them in school. It is the nature of men and of boys to feel more contented and happy when they have found the limit beyond which they cannot go. Moral suasion is all the better for having a strong power to support it. Our national government "rests as gently on the shoulders of the people as the surrounding atmosphere," but it rests all the more lightly because of the merciful provision that there is always within reach a power that rebels must dread. Discipline is healthful and invigorating. The world has little need of weak, pulpy, nerveless, undisciplined scholars; but there is a need of muscular, self-controlling, vitalized, and vitalizing characters. Vigorous application and wholesome discipline are not out of place in our schools.

New things are not always the best. The old schools turned out well-disciplined minds capable of sound and accurate thinking, and of prompt and judicious action. The road to knowledge, it has been said, has been shortened in these latter days. It may be a question whether this has, in all cases, been done judiciously. An early acquired fortune is not always the best thing for a man. The more it costs to obtain a thing the higher the estimation in which it is held. The greater the effort it costs to obtain an education the greater the joy it will bring to its possessor, and more useful to the world is it likely to be. So let us not hasten to shorten the road too much, nor make the process too easy. Let us not adopt every new notion too quickly, nor despise all that is old. Many of the features of the kindergarten were used by skillful teachers as long ago as any of us can remember. They are not all new, but the combining them into a system is an excellent thing. Many new methods are improvements, but if we could teach everything in a few easy lessons, how would we keep our scholars busy the rest of the time? The longer we can keep them at study, provided we can keep them awake and always freshly interested, the better. The longer the journey we can make in a pleasant land, the more things will we see that we can remember with pleasure and profit.

Enterprise is a most excellent thing, but sometimes noise is mistaken for enterprise. The most profitable study is that which is done quietly, — not in a whirl of so-called enthusiasm. Jonathan Edwards felt that he could reason more closely, think more intensely, when shut in within the walls of the smallest attic chamber of his home at Stockbridge. In the solitude of the great woods, Joan of Arc thought out the thoughts that became to her an inspiration. Small schools

in retired places may do the best of work. It seems a fine thing for a young man at his study to go out and measure himself with his fellows. Sometimes it may be best for him to take his own measure, quietly and alone.

We need well-defined, systematic courses of study. Multitudinous and badly arranged courses of study in an institution, have a bewildering effect, producing a condition of confusion and uncertainty in the mind of the student. A course more limited in breadth and in the number of optional branches, but extending farther forward, induces a feeling of greater directness and certainty as to what he is doing. At many a point on a broad and fenceless prairie, where trails widely diverge, it is difficult to tell which is the main traveled road. One may wander on and on in these scattering paths, in a state of doubt as to where he is going, and may finally, if I may use the expression, find himself lost. The king's highway was always well defined in width, but it had no end, and would take the traveler wherever he wanted to go.

Splendid endowments and costly apparatus are very desirable things. They may become hindrances if thought about more than the essential objects they have intended to subserve. There may be such a thing as studying apparatus more than the principles intended to be illustrated by it. For studying astronomy, the stars of heaven are better than the best celestial globe that was ever invented. Paying too much attention to apparatus and illustrations trammels and fetters the thoughts. We want to study things themselves, not the mere types and semblances of things.

Observed and remembered facts are the basis of all knowledge, and yet it is not always so important for us to remember the exact facts and forms that we have learned, as to be able to observe accurately, and to draw the proper conclusion from every new combination of circumstances. We cannot always follow precedents. No military campaign ever yet planned, no matter how successfully, will serve as a model for every other campaign. No teacher can succeed by merely copying some other teacher's ways. There has sometimes existed a strong prejudice against training schools, under the apprehension that their work consisted chiefly in putting on the outside a few forms, and methods, and mechanical ways, without quickening the spirit within. We will admit that as teachers we are not independent, that we are all under instructions, and that we do our work better for being watched. Nevertheless, we are something more than machines. We

teach according to directions, and must learn to obey if we would be able to control. But we may have our own convictions and our own ways. We have the right to make all we can out of our personality. And herein may lie the chief element of our success.

We may learn from all the teachers of the past, from the sound old Greeks who discoursed amid the groves of the Academy, down to the latest reformer. It will do us good oftentimes to open the pages of some earnest old thinker, and find there a ringing metal that can yet strike out flashes of fire. And we need to get out of ourselves, and forget our special work, by finding a new interest in something else. We need to mingle more with the world along its busiest thoroughfares. We need to get rid of some of those peculiarities that sometimes enable others to recognize a teacher at sight. One of the most successful of teachers finds recreation in his leisure by engaging in the most exacting of commercial duties, on the busiest mart of one of our great cities. He there comes in contact with the active powers of the world, and goes back to his school room with new life and force. One of the ablest of the doctors of divinity who lately met in general assembly in this place, would never, from his appearance, be taken for a minister. He looks and acts like a strong man of the world. To get more teaching into the world, we need more of the common sense, business ways of the world in our teaching. If we can gain the experience that will enable us the better to hold our own in the world, outside the school room, we will be the better able to hold our own inside the school room. And may I ask if we do not sometimes work too hard, and carry a tired and worried look about with us? Can't we take things a little more easily, at least apparently, and let our pupils do more of the work? Must we carry our scholars when they are able to walk themselves? We need to point out the way, and let them run along without our carrying them.

We need to work looking beyond all mere formulas, beyond written examinations, beyond a "passing average," into the life that is to open before our scholars, and do what we can to send them out able to stand firmly on their feet, armed for self-defense and equipped for aggressive action. We need to teach them frugality,— to be provident, like Milton, who, in the years of plenty, laid up the stores on which he could feast during the long and dreary famine of his blindness. To do this we need to make use of all the resources we can find in books and in the world, not neglecting the good, old-fashioned way of seeking daily counsel of that great Teacher who spake as never man spake.

We may make of our work a profession, and a means of growth and enjoyment, not a drudgery. And there will stay with us a quickening spirit, such as stayed with that veteran teacher, who never, till the end, lost his interest in his work, but as the chill shadows were gathering about him, said finally, "It is getting dark. Boys, you may go."

Among the mountains of West Virginia, when the Indian summer has rested upon the valleys and the hills, I have seen the tributaries of the Potomac gathering the waters for the great historic river. From deep, dark glens in the wooded hills, from springs that leaped joyously into light, down steep descents and through winding valleys came the converging currents. Here and there the streams flowing into one, would widen out and pause in their course, and the smooth surface of the resting waters would receive and reflect the gleams of crimson, and gold, and heaven's blue, from the mountain tops, the clouds, and the sky.

We have been searching out and guiding the currents that, converging, are to help make up the life of the world. As we meet under auspicious circumstances in this capital city, with its pleasant surroundings and historic associations, in its atmosphere of learning and of peace, there may fall upon us some gleams of light from the heights above us. And we may go on our way, contributing what we can to the growing stream that shall refresh the valleys and fields of the world, and that may be able to bear on its broad bosom the most cherished interests of the commonwealth and of humanity.

SOME INCALCULABLE ELEMENTS OF SCHOOL WORK.

[Paper read before the Wisconsin Teachers' Association at Madison, July 7, 1880, by J. W. STEARNS, President of the Whitewater Normal School.]

A school system tends to crystallize about its tests. Thus in graded schools the aim of the work at each stage is to meet as skillfully as possible the established tests for admission to the next higher. The High School teacher aims at the examinations for the University, if that be the goal which stands before his class. If not, and if the tests are not prescribed for him by school authorities, he stands in a position where he may ask himself frankly, what am I training these children for? With life and its responsibilities clearly before him as the proper tests of his work, he ought to realize that some elements uncalculated in the examination averages must enter into his own

estimate of the degree of his success; and that these elements are, not simply means to attain good examination papers, but the most important ends he can propose to himself. He ought distinctly to realize that he is preparing his pupils not merely to pass a rigid scholastic examination, but for active, thoughtful, upright living. From this point of view an influence should exist downward through the whole system, showing its tests and determining its spirit. But unfortunately tradition and habit hold the master in their grasp. He is at the head of a system to carry it forward a few steps farther, and so, as it were, walks backwards, with his eyes directed toward his flock and the road over which they have come.

In saying this, I have not affirmed that the schools and their tests are out of all relation to practical life. I have only tried to point out how, by the necessary working of an organized system, they tend to crystallize about the tests that have been set up in them. So life departs out of them, and they work like a machine, which grinds steadily as it is set, whether the product be coarse or fine, of little value or great. When a new head is introduced into such a system, there is a time of anxiety and feverish fluttering, until the subordinates have learned his tests; then follows a quick, sometimes marvellously quick adaptation of the machinery to bring about the required modification in the product, and once more serenity and quiet self-satisfied work prevails. No fault ought to be found with this. It is a natural and necessary result of organization. It should make us, however, exceedingly careful and scrupulous about the kind of tests which we set up, and the value we attach to them.

In actual practice the chief and most common tests are of the pupils' acquisitions. Prof. Max Müller has said in substance that education is the process of transferring upon each succeeding generation the load of acquisitions of its predecessor. In a certain wide and important view of it this is true. Mr. Bain assures us that the retentive faculty is the one "that most of all concerns us in the work of education," and therefore that "the good old rule of the schoolmaster is *simply* to make the pupil repeat, rehearse, or persist at a lesson until it is learnt." It is not necessary to emphasize the truth contained in these statements, because from the nature of the tests which we apply our whole system sets that way. We have so far perfected our scheme of examinations that we are able to estimate very accurately the amonnt of the pupil's acquisitions; and as we thus have a fair criterion of the retentive power, we are accustomed to calculate this

also with considerable precision. It is obvious that the *kind* of acquisition may or may not be tested according to the skill and purpose of the examiner. Memoriter or rote learning has by no means disappeared, and Mr. Bain's "good old rule, simply to make the pupil repeat, rehearse or persist at a lesson, until it is learnt," needs to be applied with a good deal of wisdom if this is avoided. Our tests, skillfully used, may, however, show also the pupil's apprehension of what he has acquired, and his skill in expression, his accuracy, neatness, and dispatch in his work.

In some branches we are further able to estimate with considerable precision, the pupil's power to apply principles which he has learned. The tests of this power are much more difficult and unsatisfactory than those of acquisition, and except in the case of mathematical and grammatical rules, are, in practice, very little used. Herbert Spencer's affirmation that the act of applying knowledge is not cultivated in our schools, remains, it seems to me, substantially true. And yet there is progress in this direction. In language and natural science particularly, we are beginning to test the pupil's power to apply practically what he learns.

These seem to me, in the actual state of education, the chief calculable, perhaps I should say calculated, elements of the intellectual work of our schools, viz: the acquisitions of the pupils, memoriter or intelligent, and in some cases their power to apply what they learn.

Looking now from the school system to practical life, let us ask, what further is essential to the best possible preparation of the children for its duties! Their acquisitions, their disciplined power of acquisition, their correct habits, their skill in applying what they have learned, supposing these to be attained, are of very great value to them; but are these all that the school should be expected to contribute, and that the best schools do contribute to their intellectual lives?

I was recently asked "why is it that so few persons show thoughtfulness even in the matters with which they are most concerned?" The immediate answer was, because some are born to think, but most to imitate. Nevertheless, I cannot persuade myself that the cultivation of originality, or the habit of thinking for one's self, is altogether impossible. I am not sure that the set of our educational system about the tests we have adopted has not something to do with the lack of thinking for themselves which we see even in well-educated persons. "To succeed well in the numerous examinations," says

one who writes of higher institutions of learning, "the student must cultivate excessive docility and receptivity of intellect, and bend himself to the whim of the instructor. But even in intermediate and grammar schools, the boy who remembers the very language of his text or of his teacher, is sure, in the examination, to surpass his more original brother who grasps at the thought with his childish mind, and therefore grasps it childishly, but is not content to hold it in his mind as a foreign and unassimilated substance. I do not see how this is to be avoided in written examinations. It is not desirable to sacrifice accurate knowledge, and the habits got in acquiring it, to a result so difficult to test with satisfaction as the one in question. Hence I class this with the incalculable elements of school work, that is incalculable by the use of the tests most approved at present.

It is natural for a child to take a new idea, in which he has a genuine interest, up into his mind, and turn it over and over, as he will a new toy in his hands, to see what he can find out about it. He will ask many questions and make many observations, some of them not so wise as they are original; but he is using his own powers, and the exercise is very profitable to him. To adopt Mathew Arnold's very felicitous phrase, he is letting his consciousness play about it. I do not say that he is reasoning; that word is to weighty for the case and yet he does reason withal; he is investigating the subject. His mind is originally active about it; and if his views of it come to coincide with yours, they are still *his*, and not merely yours taken up and held in his memory. If this habit is retained and cultivated, his powers, in their maturity and strength, will be used in a similar way, and he will be originally and thoughtfully active. He will not only acquire and repeat, but he will think and investigate; for this letting the consciousness play about each new matter is the source of all observation and investigation.

This habit is liable to be repressed, and finally destroyed, not only by unwisely checking it, but also by overlaying it by a mass of, to him, unsuggestive acquisitions. He becomes passive instead of active, and learns to adopt and hold other people's ideas, instead of seeing for himself into the heart of things, and thus forming his ideas for himself. His mind becomes merely receptive, instead of original. How much of what is learned in school is utterly unsuggestive. In this point of view, that teaching is the best which keeps up in the pupil's mind the suggestiveness of the things taught. Its rule is not "simply to make the pupil repeat, rehearse, and persist at a lesson

until it is learnt," but continually to strive so to bring the matter taught to the child's interest and comprehension, that his consciousness shall play vividly about it, that he shall investigate it and form his own ideas about it, and that thus it shall be gradually and naturally taken up and assimilated by him. This brings us into accord with a fine saying of Father Sacchini, which has been often quoted with approval: "It is the unvarying decision of wise men, whether in ancient or modern times, that the instruction of youth will always be best when it is pleasantest." The pleasure, however, to be most valuable, must spring from the natural use of the pupil's powers upon the matters which he is learning, and not, as in Father Sacchini's scheme, from extraneous circumstances.

In the great improvements in primary teaching which have resulted from the activity of Pestalozzi and Froebel, decided progress has been made towards rendering these views effective in the school room. A child is no longer "simply made to repeat, rehearse, and persist at" his letters and a-b abs until they are learned, but his mind is kept actively employed upon objects in which he has an interest, and upon the words which represent them, until the symbol of the word is taken up into his consciousness as a new and interesting thing, and becomes firmly graven upon his memory. So in object teaching and number lessons, the best teachers appeal to the intuition of the child, as Pestalozzi says, or as we have said, get his consciousness to playing about the new facts until he assimilates them naturally, originally, and pleasurably. The result must bear our tests, to be sure, but it is far greater than our tests, and is incalculable by them. "During my sixth year," says Hugh Miller, in his autobiography, "I spelt my way, under the dame, through the Shorter Catechism, the Proverbs, and the New Testament, and then entered upon the highest form as a member of her Bible class; but all the while the process of acquiring learning had been a dark one, which I slowly mastered, in humble confidence in the awful wisdom of the school-mistress, not knowing whither it tended; when all at once my mind awoke to the meaning of that most delightful of all narratives — the story of Joseph. Was there ever such a discovery made before? I actually found out for myself that the art of reading is the art of finding stories in books; and from that time, reading became one of the most delightful of my amusements." Such a discovery was once left to be made only by the few bright boys, and by them as it were accidentally, while the dull ones missed it altogether. I fear it is not unfrequently so left even now.

When the difficult art of reading has been fairly mastered, what are we to do with it? It is the key to all knowledge. To be able to read well, to write well, and to cipher well, i. e., to be master of the four fundamental rules of arithmetic, — this is indeed a good education, provided we know also how to use these acquirements. And few more important duties fall to the lot of the schoolmaster than teaching how to use books aright. If it is the aim of the school to preserve and promote this habit of thinking for one's self, or to put the thought in its other form, this habit of letting the consciousness play about each new subject, the master will seek most of all to keep his pupils, from the beginning of their study, free from the slavery to text-books. He will wish them to come to realize for themselves how much wider every subject is than the presentation of it in the best text-books; because only by realizing this can the mind be kept freshly and actively inquisitive. They must be turning facts over and over, to see what they can find out about them, instead of painfully storing them up. More than this, he will wish them to form, as early as possible, the custom of using books for the purposes of investigation, so that this habit of turning facts over in their minds may gather strength and wont to grapple with large and complex questions. In this way, too, will they escape that slavery to the letter which killeth, and come to use books only as instruments for learning about things, and so not rest in formal knowledge and miss the real.

I am aware that many teachers have not the means at their disposal for this sort of work, and this is further proof to me how imperfectly we have yet come to realize the value of these incalculable elements of our school work. Our forefathers carried axe and saw and plane to the forest, and with them laboriously erected rude hamlets. We build better houses at less cost, because we have better machinery. It is time for school teachers who know how to make better schools to demand better tools to make them with. No dryer, harder, more repellant books are written than some of those which we thrust into the hands of our school children, and by the use of them we expect that our teachers will be able to nourish in their pupils a wholesome, happy, vigorous intellectual life. Behold, in effect, the old fairy tale of the luckless maiden whom the king shut up in his chamber, and bade her spin straw into gold! But whence is the marvelous little man to appear and miraculously do the work for her? No reader or geography can be properly studied without some books for reference

and collateral reading. A school without them is like a farm without planters, cultivators, or reapers. When the teacher can guide his pupils who are beginning to study geography, for instance, to books of travel and adventure suitable to their age, and throwing light upon the subject of their lessons, their daily task will be transformed at once into "a primrose path of dalliance." What delight! What enthusiasm! What industry! The results in positive, abiding knowledge are in proportion to their zeal, if he knows how wisely to direct and help them. At the same time they are forming tastes and habits which will tend to save them from the seduction of the story paper and the dime novel. I am not sure that this end, now so commonly neglected, is not of at least equal value with the art of reading. I am sure that for want of it, the latter often becomes a curse instead of a blessing.

The most remarkable instance in modern times of a systematic and persistent effort to cultivate, from the earliest youth, this power of thinking for one's self, is presented in John Stuart Mills's training by his father. His autobiography so clearly sets forth the mode of procedure that I shall not hesitate to quote a brief extract here. "There was," he says, "one cardinal point of this training, which, more than any thing else, was the cause of whatever good it effected. Most boys or youths who have had much knowledge drilled into them, have their mental capacities not strengthened, but overlaid by it. They are crammed with mere facts, and with the opinions or phrases of other people, and these are accepted as a substitute for the power to form opinions of their own; and thus the sons of eminent fathers, who have spared no pains in their education, so often grow up mere parroters of what they have learnt, incapable of using their minds except in the furrows traced for them. Mine, however, was not an education of cram. My father never permitted anything which I learnt to degenerate into a mere exercise of memory. He strove to make the understanding not only go along with every step of the teaching, but, if possible, precede it. Anything which I could find out by thinking, I never was told until I had exhausted my efforts to find it out myself. As far as I can trust to my remembrance, I acquitted myself very lamely in this department; my recollection of such matters is almost wholly of failures, hardly ever of success." But the boy, at thirteen, had mastered logic and political economy in this way, and says, "I thought for myself almost from the very first."

The impulse given by a school is another element that escapes our

tests, and defies calculation. All the results which we estimate may be secured, and, in fact, very often are secured, almost without this. Indeed, "the whining school-boy, with his satchel and shining morning face, creeping like snail unwillingly to school," is still assumed to be the normal, almost necessary type of his kind. Should this boy chance to fall into the hands of a real teacher, he soon feels the stirring of a new life within him. New interests, new desires, new enthusiasms spring up; he is not merely moulded, like potter's clay; whetted, like a dull knife; or crammed, like an omnibus, to be emptied again at the end of the course; he is transformed. Says one who visited Dr. Thomas Arnold, at Laleham: "Dr. Arnold's great power as a private tutor resided in this, that he gave such an intense earnestness to life. Every pupil was made to feel that there was a work for him to do,—that his happiness as well as his duty lay in doing that work well. Hence an indescribable zest was communicated to a young man's feeling about life; a strange joy came over him on discovering that he had the means of being useful, and thus of being happy; and a deep respect and ardent attachment sprang up towards him who had taught him thus to value life, and his own self, and his own work and mission in the world. Pupils of the most different natures were keenly stimulated; none felt that he was left out, or that, because he was not endowed with large powers of mind, there was no sphere open to him in the honorable pursuit of usefulness." When Dr. Arnold was sent to Rugby, the power of his school was felt all over England; not because its scholarship was so superior to others, nor because the examinations rendered the Rugby men particularly conspicuous, but because the impulse of the school remained with them, and made them positive, earnest, and progressive men. Whenever a school sends out pupils who pass admirable examinations, but abandon study and self-improvement as prosy and irksome tasks; who honor their training at all formal tests, and disgrace it in spirit by every day listlessness and indifference to its proper fruits; then it is certain that the life has gone out of it. A living dog is better than a dead lion. It is one of the greatest possible mistakes to assume that organization and system can supply the place of life. It may usurp the place of it, and produce a semblance of its fruits, good enough to deceive the eye, but when tested they are found to be apples of Sodom. To me, at least, that which I have called the impulse of a school seems to be not inferior in value to any of those results which we so carefully test and calculate.

It may seem unwarrantable to add general intelligence to this list of incalculable elements of school work; yet I feel that it belongs here. It is the tendency of examinations to hold the instruction rigidly within certain channels. A result clearly defined in the teacher's mind is to be attained, and failure in this is complete failure. Experience has marked out a narrow path which will lead to success, and "the good old rule, simply to make the pupil repeat, rehearse, and persist at, the lesson until it is learnt," points it out even to the novice. The lesson is not learned, however, because the child's mind does not act properly upon it — his consciousness does not play about it. This is our former thought, the new one is as follows: In thus playing with it the consciousness brings it into relation with other knowledge previously acquired, discovers points of contrast and similarity, strays a little from the narrow path of which we have spoken, and perhaps escapes from grammar, let us say, into literature, or from geography into history or science. In such cases the wise rule, which requires the teacher always to have a distinct object in view, and not to let the lesson stray from it, is misinterpreted by being applied too rigidly; and this interpretation is enforced by the necessities of the programme, and the fixed amount of ground to be gone over by the class each day. Thus, instead of binding his knowledge into one whole, the child is held to keeping it in separated and isolated lots or parcels, and so learns much without becoming generally intelligent. He is like a man who should make successively all the parts of a watch, without ever seeing them together, or learning their adaptations. Such a man would know a good deal about the parts of a watch, but he would not be intelligent about watches.

It was admirably said, in an address before this Association a year ago, "when you teach little teach much." A paradox-loving Frenchman has put this same thought into the maxim, "all is in all," and applied it by maintaining that the whole range of human knowledge can be taught from the first six books of Telemaque. Discursiveness in teaching must have its limits, but when those limits are too rigidly drawn they destroy some of the best results of school work. If the knowledge acquired is brought into its natural and most fruitful relations, both of its several parts with each other, and of each and all with the facts and experiences of daily life, the intelligence of the child unfolds rapidly and surely; his school comes into relation with daily life, and so daily life becomes a school to him; and when he has completed his course of study he is not "deep read in books, and

shallow in himself;" or endowed with a sort of double consciousness, in one phase bookish and learned, in the other, impracticable and unintelligent; but he is informed with knowledge which has become part of himself, which is coherent, practical, and available, and therefore valuable to him at every turn.

I have dwelt upon these topics, not because they are overlooked by our best teachers, or wanting in our schools, for the effort to attain them constitutes what is most original and most vital in our work; but because of what seems to me a somewhat exaggerated importance attached, at present, to written examinations as tests of the excellence of school work. I join heartily in commending the value of these examinations as tests of certain elements of the work, which I have endeavored to point out; it seems advisable, however, that our thoughts should often be turned to the elements not shown in them, and that we should lay special stress upon these, lest the steady set of the system towards the tests cause them to drop out of view.

SUPERINTENDENTS' DUTY AND ACTION TOWARDS THE COURSE OF STUDY FOR UNGRADED SCHOOLS.

(Read by Miss AGNES HOSFORD before the Convention of the Superintendents, at Madison, Wis., July 7, 1880, and published at their request.)

The schools of the state are graded, or ungraded. The former are the schools of villages and cities. They have a regular course of study; pupils are classified according to attainments; the work is distributed among several teachers; there is a system of records; frequent teachers' meetings are held; and there is close supervision and direction of work by principal or superintendent. These, through their complete organization, are doing valuable work.

The ungraded schools are in the sparsely settled portions of the country, where the number of children is too small, and means too limited to permit the employment of more than one teacher. In these schools four-fifths of the children of the state, about 200,000, receive their only education. They need reformation in every essential which constitutes a school. They need better school-houses, better teachers, a more generous supply of text and reference books, a more enlightened sentiment in regard to what education is, more intelligent school-boards, wiser and more careful supervision, and a more systematic course of instruction. It is probable that reformation will be more

speedily secured by concentration of forces at one vulnerable point, rather than by diffusion of forces and weak attacks all along the line.

At present, the attention of educators is directed toward the grading of these schools and establishing in them a Course of Study.

Under one teacher there may be from twenty to forty pupils varying in age from five to eighteen years; the classes ranging through what would form seven or eight grades under as many different teachers in a city school. In these schools it is not unusual to find the pupils that form one reading class in three or four different classes in arithmetic; some of them may study grammar but not geography; others may study geography but not grammar; some may study history or civil government; some both, and others neither. The circumstances tending to produce this diversity of taste, of attainments and of classification are various. The most prominent are:

1. Lack of a definite and authoritative plan.

2. The schools are largely under the care of young persons who have had no instruction in the science of education, and they do not remain long enough in one school to learn lessons from experience.

3. The pupils are allowed not only to select such studies as they please, but to determine when they shall commence any study, when drop it, and often what text-book they shall use. Hence, in some districts the variety of text-books in a given subject is limited only by the number of pupils receiving instruction in it.

4. No records of classification are kept, and each succeeding teacher must organize anew, or obtain an approach to the former classification through the volunteered aid of pupils.

5. Some parents can never spare their children at the opening of the school, and others find frequent need to keep them out a day, or a week, and division of classes results from these causes.

There can be no question as to the desirability of bringing into the country schools a system of grading and a definite course of study. The advantages likely to follow are, diminished number of recitations, and better teaching. More pupils would pursue the advanced studies. A system of examinations would lead to more exact knowledge. There would be more regular attendance.

There remains for consideration the questions: Is it practicable? How many of the difficulties are inherent? How many can be removed or surmounted? Seeking information on these points, I sent to each of the county superintendents of the state a circular letter asking the following questions:

1. Do you think it practicable to introduce any course of study in the country schools?

2. Have you attempted to introduce in your county the course published in Institute Circular?

3. What has been the result of that attempt?

Replies were received from thirty-four. To the question, "Is it practicable," twenty gave an unqualified "Yes." Six are in doubt; seven think it impracticable; one, thinks it unnecessary.

Twelve have attempted to introduce the course of study, five of whom had copies printed for posting in school-room and distribution to school officers. One of the twelve, reports no difference apparent in efficiency of school work; two, results not satisfactory; five report improvement either in quality of work, in attendance, or in both. Only one who attempted it reports the experiment impracticable.

The superintendents through whose courtesy I have been enabled to make this report are scattered throughout the whole extent of the state, from the thinly settled regions of the north to the southern borders.

The Course of Study published in Institute Circular of 1878, '79, '80, has been of vast service in bringing the matter prominently before the teachers and county superintendents of the state. It has received consideration from some of us who had not before given the subject a thought, or who had been skeptical as to its merits. In its present form the course of study has done and is doing an incalculable good, but it would be more helpful if the outline of work were given more in detail, and the average time required for each subject specified. Failure to dwell upon the various subjects long enough to give needed drill is more frequent than failure in the orderly presentation of them.

While there has yet been no marked results from the introduction of this course of study, there has been throughout the State an expectant waiting to learn the results in those counties where the experiment has been made. That even a few superintendents are able to report increased attendance and improvement in quality of work as a result of the introduction, is sufficient to encourage increased effort on the part of all. We need not, however, be confined to our own State for evidence that country schools may be graded. Such a system as is proposed for Wisconsin has been in successful operation for several years in California, Indiana, New Hampshire, and parts of Illinois.

If, therefore, it is desirable and practicable, what should be the duty and action of the county superintendent towards the course of study for ungraded schools. Clearly, to make *himself* thoroughly acquainted with its plan and purpose, and then to make it known to every school officer and teacher in his county; to amplify and explain it; to remove so far as in his power all hindrances to its operation. He should avail himself of all the help he can get through normal institutes; no other means has been so efficient in elevating and unifying the work of the schools. A necessary preliminary step is the securing uniformity of books. Even skillful teachers would find it very difficult to classify properly a school in which there is the diversity of books which frequently exists. Uniformity is most quickly and economically attained through the plan of district purchase of books. Circulars showing the advantages of this method and the necessity of uniformity should be freely distributed in all districts needing advice in this matter. If any change in the series of books used is desirable, beware of any proposals for their *gradual* introduction. It will prove a delusion. The change will be *so* gradual as only to aggravate the evil proposed to be remedied.

Full record of the classification of each school should be required from teachers with the amount of work accomplished during a term. Blanks for this purpose should be prepared by the county superintendent. A perfect grading of any country school will at first be scarcely possible, but it may be commenced in all. The children entering school for the first term will constitute one grade, and the work indicated in the course of study for them should be followed. The more advanced pupils should be formed into a graduating class, and induced to complete the studies prescribed for common schools, and to obtain the certificate as evidence of it.

The classification of the remaining members of the school may not be so easily accomplished as with those at the extremes of school life, but with a definite plan in view, a better system of grading than now exists will certainly follow.

Arrangements should be made for public examination of pupils and presentation of certificates to those who complete the course. Such an occasion would bring together a large number of interested people, and the opportunity should be improved to enlist still farther their sympathies in favor of the course of study, and to increase on the part of pupils a desire to receive these certificates.

Several superintendents in adjoining counties might profitably work

-r in forwarding this scheme. In preparing circulars of infor-
, blanks for records and classification, programmes and course
y, they can, by division of labor, mutually assist each other
ace the cost of printing. The more enthusiastic would be a
the conservative, while the latter may be of as much service
pering with prudence the zeal of the former. Consultation,
h correspondence, or occasional meetings, may support when
nd courage wane, and each of the associated superintendents
be ready to help the others in popular educational meet-

the course of study is ever generally introduced in the country
ls, it will be largely through the influence of county superin-
nts. Unless favored by them, and frequently brought to the
tion of parents, pupils, and teachers, there will little advance-
be made.

hatever the present superintendents propose to do must be done
kly, or the opportunity to do anything will have passed. No
rintendent now in office can have any assurance that he will have
nger time than the ensuing school year to put any plans in prac-
. If he does not begin next term, he will be almost sure to think
not worth while to disturb the delightful tranquility of the rural
hools by an innovation which may only serve to secure his official
capitation. All necessary preliminary work should be settled before
e opening of the winter term. Whatever reclassification of pupils
necessary should be made early in that term.

By intelligent, faithful, energetic, enthusiastic labor, during the
emaining portion of his official life, he may not only prepare the way for a graded course of instruction in his county, but it may be fairly inaugurated. He may in the succeeding two years, see the work moving on with delightful system, and an appearance of permanence. He may even have the pleasure of presenting to fifty young people the testimonial of a course of study completed.

On the other hand he may see all that he has done, or aimed to do, so completely ignored by his successor that at the end of two years scarcely the memory of it will remain. New teachers, new school officers make such a result possible; but some teachers will have caught the meaning and spirit of the result, and some schools will be the gainers by it.

It is natural to wish that some permanent result should mark our labor. But, since it is not ours to say what part of our work shall

become the heritage of our successors, let us not build with hay, wood, or stubble, but with that which by virtue of its strength and symmetry and beauty should remain.

PRIMARY INSTRUCTION.

PROCEEDINGS OF ANNUAL MEETING OF INSTITUTE CONDUCTORS.

MADISON, WIS., *July 5, 1880.*

The Annual Meeting of the Conductors of Teachers' Institutes convened at the High School building at 9 A. M.

The meeting was opened with prayer by Rev. J. B. Pradt, after which organization was effected by the election of Supt. W. C. Whitford as chairman, and A. A. Miller as secretary.

The first subject on the programme, "Teaching the First Reader," was presented by Prof. Robert Graham. Preliminary to the exercise, he remarked that this occasion reminded him of the first meeting of the kind, held at Sparta seven years ago. The presentation of this programme of work to the teachers of the state, is evidence of progress since then. Last spring, great solicitude was felt concerning its success. The results of the spring institutes give great reason to hope for its ultimate usefulness.

The subject was presented as a class exercise. The chief points elicited were: Reading is finding the thought expressed in printed matter. It is of two kinds — oral and silent.

Two objects are sought in primary reading, viz.: (1) To give the child the power to recognize words at sight from the printed signs. (2) To give him the power to find the thought expressed by the words. Most teachers have no object at all before them in their work.

The spoken sign should be associated with the written character. The letter method is unreasonable. No unnecessary burdens should be imposed upon the child, as is done unavoidably by this method. Prof. Graham thinks by whatever method we start, we shall soon meet on a common plane. There are some advantages even in the letter method.

The pictures in reading books are of use: (1) As a test of knowledge; (2) as a means to transfer the idea of the object to the picture,

and thence to the word; (3) as giving opportunities for language lessons.

The sounds of letters may be taught by slowly pronouncing the word, and repeating more and more slowly until each sound stands out distinctly and separately.

Following this, came the subject of Primary Arithmetic, by Prof. A. J. Hutton.

Formerly arithmetic consisted in ciphering; now everything is analyzed and methodized until the pupil is lost in a tangle of words. The formation of the elementary combinations swiftly and accurately, is the first requisite. The use of language is but of secondary importance. The art of arithmetic logically precedes its science, which should be deferred until pupils have passed their twelfth year. Numbers are best arranged in columns for addition. Even fractions follow the same law. All this work pertains to the first or primary form in the course of instruction for ungraded schools. Incidentally to this, some knowledge of powers, roots, prime and composite numbers, factoring, etc., may be acquired.

To do this work well, requires the teacher to know *all* of arithmetic. In the solution of problems, all operations should be indicated by signs before any work is done.

This exercise closed with a desultory discussion on the correct interpretation of the signs of addition, subtraction, multiplication, and division.

The subject of "Penmanship as taught to Primary Pupils," was treated by Prof. J. B. Thayer.

Penmanship is the most neglected of the primary studies, especially in the first or primary form. Here pupils should be able to write answers to questions legibly. Legibility is the point to be emphasized. To this end the powers of perception must be cultivated; also the ability to execute.

The desirable material for pupils in the primary form is, (1) slate and pencil, (2) crayon and blackboard, (3) paper and pencil, and (4) rulers for slate and blackboard.

The steps in the work are: 1. Drawing on slate and blackboard lines in different positions, from copy; 2. Drawing simple forms from copy; 3. Printing words learned from reading; 4. Change from the print form; 5. Capitals from copy; 6. Copying written language lessons.

MONDAY AFTERNOON, 2 o'clock.

The first subject in the afternoon was "United States History and Government," presented by Prof. Albert Salisbury.

This exercise is intended to give teachers a method of studying history. Some commence this study at the beginning of the period, others at the end. A combination of the two modes is preferable. Let us trace the national characteristics from the present to their origin in the early history of the people. For example, How came this to be an English speaking nation? What else could it have been? Take up the claims of the different nations. Determine the territory claimed by each, and the basis of the claim. How were the various claims of all these nations extinguished?

Another example: How came this government to be a federal republic? The nations sought to impose forms more despotic than they had at home. The growth of the notion of a centralized government from one of complete localization, was very gradual. The first union was the New England Confederation, formed in 1643. It originated through fear. To the time of Franklin's plan in 1754, the desire for union was forced upon the colonies by external pressure. Afterwards, it was urged on by forces operating from within.

To stimulate the imagination, is an essential element in teaching history. The constant use of the map is very necessary to teach or study history successfully. To secure this use, will require perseverance on the part of the teacher.

The subject of Primary Geography had been assigned to Miss Rose C. Swart. Supt. Whitford stated that she had been prevented by illness from attending the meeting, and that the subject would be discussed by the regular conductors.

Prof. Thayer began by explaining the scheme as laid down in the syllabus. The work in geography should exemplify in the institutes the work proper to be taught the first and second reader pupils. He sometimes asks members of institutes to think as pupils of this grade naturally would do. The work should not be so exacting as to restrain the thought of pupils concerning objects surrounding them. An effort should be made to cultivate the correct use of language.

Prof. Salisbury thought two courses exist in geography,—preparatory and scientific. This scheme contemplates the former. It should consist in a series of object lessons. In the institute, he takes a specimen animal and treats it exhaustively. He disposes of division II of the syllabus by a lecture.

Prof. Hutton thought the form of the earth and its proofs too difficult for primary pupils. The simpler portions should be taught, and proofs taken on trust. So, also, should the motions of the earth be treated.

Prof. Graham thought the scheme admirable. He gave an exercise showing what may be done in the way of teaching primary geography, by requiring pupils to describe the objects which they had seen in a single morning on coming to school.

The work of the afternoon was closed by a paper on "Spelling taught Primary Classes," by Prof. J. Q. Emery. The ability to write words correctly is the object of learning to spell. Spelling is more difficult to acquire than any other branch. This is due to the fact that one letter may represent several sounds, and *vice versa*. Spelling should follow reading. Its teaching should conform to the law that all instruction should follow an understanding of its meaniug. The written method should be employed chiefly. Whatever cultivates accuracy and quickness of perception, is an aid to spelling. The pupil needs to learn words he will use. A spelling book has no place until the Third Reader is reached. All words in First and Second Readers should be first spelled correctly. Daily attention should be given to new and unfamiliar words. In oral spelling, the syllables should be pronounced. The word should be spelled once, and only once. It is the conductor's duty to recommend only methods that are old and well tried.

A lively discussion here arose upon the utility of pronouncing syllables, resulting in the prevalence of the opinion that it is no help to spelling, but may be to pronunciation.

MONDAY EVENING, 8 o'clock.

The meeting was held in the Senate Chamber of the State Capitol. Prof. Graham presented a paper on the "Introduction of the System of Grading Country Schools."

Some superintendents have spoken favorably of the the scheme; some have condemned it; most have treated it with indifference. The future of the attempt seems unpromising. No results are obtained by our present system. In Massachusetts, whose system is the best in America, the results of an examination, in the county of Norfolk, in Arithmetic, Reading, and Writing, were discouraging. Two grades were examined,— one reading in the Third Reader, and the other in the Fourth. Many of the averages fall below fifty per cent.,

none reach seventy per cent., while the average is but fifty-seven per cent. If such is the result in Massachusetts, there would certainly be little in a Wisconsin examination to flatter our vanity.

More depends on the supervision of the schools than upon anything else. We can improve by the earnest co-operation of all the teachers and by the organization of efficient supervision.

Supt. Whitford thought that some progress has been made in introducing the system. Conductors have generally presented it at the institutes. Some superintendents have made earnest efforts to introduce it, and a fair number of teachers have, during the past year, tested its practicability. That no greater progress has been made, is not at all surprising to him. There will be cause for rejoicing, if the system is established in a majority of the schools in a dozen or fifteen years. One obstacle is the non-agreement of authorities, as to how the work should be done. He hopes to prepare a comprehensive circular on the subject, at an early date.

County Superintendent J. T. Lunn said his teachers complain that the scheme is too indefinite — wanting in particulars. Those who have tried it, say it is good as far as it goes. He has made many explanations to teachers. It will be a long time before it is uniformly introduced into any county. He has faith in a course of study for such schools, but it must be more explicit.

Regent Chandler said the work must be slow for a time. Much will be done towards organization that will be unobserved. There has been a decided gain already. We have begun in the wrong place, without proper preparation. Patrons and boards have been neglected, and teachers alone have been enlisted in the work.

Supt. J. T. Lunn presented a paper on "Program and Records for Grading County Schools." He said that all successful business men and manufacturing establishments have an extensive system of book-keeping. Should a business man neglect his books, his business would soon be ruined. Teachers alone assume to conduct an important enterprise with inadequate records, or with none at all. The forms prescribed by the State authorities are of no great value.

Mr. Lunn was requested by the convention to place on a blackboard a specimen page of a register, which he had devised to meet the existing want. He said he would do so to-morrow.

TUESDAY MORNING, *July 6*, 9 o'clock.

The session opened in the High School room, with prayer by Rev. M. Benson, Pastor of the Methodist Episcopal Church of Madison.

Miss Mary Brayman, of the Platteville Normal School, presented the subject of "Teaching Numbers to Primary Pupils." She had a class of seven boys and girls, her pupils. The exercise was remarkable in many respects; notably as showing the great interest taken by the pupils in the work, their accuracy in reeitation, the precision with which they worked, the readiness with which they wrote numbers previously unfamiliar, and the beauty of the figures when written. Miss Brayman uses objects in illustration as far as 1,000. Before reaching this point she finds her pupils pushing ahead in forming abstract ideas of numbers.

Drawing was next considered, a paper being read on the subject by Prof. A. J. Hutton.

Drawing is worthy a place in every school as an adjunct to writing. It should not be permitted to usurp the place of any other branch. Too much is now attempted in the institute, and drawing may well take a back seat. If introduced at all, let it come two days and writing three days each week. Conductors should show that it need not be an expensive study. Pupils should be set at work.

Just here the convention switched off into a discussion on teaching penmanship.

Prof. Salisbury would have drawing this year to the exclusion of penmanship. It is impossible to do both.

Supt. Lunn said the use of drawing was to keep the little children busy and to interest them.

Miss Brayman here gave a class exercise with primary pupils on beginning the subject of numbers.

By means of objects, pupils are taught to select numbers from one to nine. They then take up addition, then subtraction. Multiplication is begun by marks on the board, and continued by means of objects. Division is taught in this connection. All this work takes one year.

In teaching language to primary pupils, Prof. Thayer strives —

(1) To bring out what the child has learned before entering school in the acquisition of his tongue. What method has the child used? Answer. Imitation. In what order has he acquired it? Answer. (*a*) Name words, (*b*) quality words, (*c*) action words, (*d*) simple statement.

(2) To show the ways in which the child should be taught language in the early stages. Use the child's habit, viz.: (*a*) By objects, questions and answers, discourage analysis. (*b*) Teacher furnishes correct questions leading to correct answers; criticism in a kindly spirit. This refers to oral work. When it comes to written work, strive to exercise the memory, as reading a story and asking the pupil to rewrite it as well as he can.

(3) A book should not be put in pupil's hand, making it a separate study, until the intermediate or the grammar form is reached. Technical grammar has no place in the common school, save in exceptional cases. Prof. Salisbury thinks we always acquire language just as the child does, by imitation and practice. Teacher's criticism of errors must be persevering. He should refuse to accept ungrammatical expressions from pupils. Every reading and spelling lesson should be a language lesson.

TUESDAY AFTERNOON, 2 o'clock

Prof. Emery presented a paper on "School Organization." The best classification of the objects is that given by Gill (to which the reader is referred). Loosely, they are study and recitation. The authority for the organization rests immediately in the teacher and the board, but ultimately in the state constitution. Teachers must carefully avoid transcending their power. All innovations should come jointly from teacher and school board. The enrollment should take place near the close of the first day. The basis of classification should not be size nor age, but ability and attainments. No set rules can be given — teachers must exercise their tact and judgment. It may not be determined in a day, but should be at first an experimental one.

The teacher should secure enough information before school begins to enable him to form the programme for the first day. Pupils may select their own seats, subject to change for cause. Reading and arithmetic are the best basis for classification.

Mr. Lunn explained a new form for school records, a specimen page of which he had placed on the blackboard. It embraces the usual register of attendance, with room for summaries, as well as of punctuality, deportment, recitation, examination, classification of school, programme of study and recitation, progress of pupils, time engaged in study, and advice where each pupil should begin the next term.

A "General Exercise in Teaching History to Primary Classes," was presented by Prof. Salisbury.

Begin by reading or telling a story to the pupils each day, questioning daily on what was read previously. Prof. Salisbury considered the convention as a district school for the time being, and showed how he would conduct such an exercise. He considers that there is great value in pictures as a means of stimulating the imagination.

Finally, the discussion on the subject of spelling was resumed for a short time. This resulted in the determination of nothing in addition to yesterday's debate.

Adjourned *sine die.*

W. C. WHITFORD,
Chairman.

A. A. MILLER,
Secretary.

SELECTED.

ORAL TEACHING: ITS LIMITS AND METHODS.

As method is the way of performing an act, it is necessary to know what kind of mental act teaching is, before we can consider its methods. Teaching may be set apart from all other acts by a definition, which shall give to it well-determined limits as an object of thought. That a definition may excite in all minds that use it similar ideas and thoughts, the significant terms used must be employed by all in the same sense. The terms will not be thus employed unless they are introduced by an illustration in which their real objects or subjects are presented with them. It is not an easy task to lead two or more minds to think together by the use of language alone. This is especially true in attempts to communicate what one thinks he knows of philosophy, or of the causes of things. Several undesirable results generally follow an indefinite use of language.

First, the writer or speaker is in danger of deceiving himself into the belief that he really possesses some knowledge which, on examination, he finds has never been the object of his consciousness.

Second, the hearer may be taught a false doctrine, or be called to listen to that which he cannot comprehend.

Third, both the speaker and the hearer will often seem to differ concerning those truths or opinions which, after all, they hold in common. No one can read the educational writings of the authors of any age without becoming aware of the necessity of giving a careful attention to style in description as well as to method in thinking.

What has been said may be considered an apology for a somewhat formal introduction of the terms to be used in the discussion of the subject of this paper.

CONSCIOUSNESS — OBJECTS AND SUBJECTS — IDEA.

Thinking, feeling and choosing are mental states. That attribute of mind which enables it to know of its own state is consciousness. Anything of which the mind may think, is called an object of thought. Some objects of thought, as all physical things, are external to the mind. Other objects, as all mental states, are found in the mind only. To distinguish these objects, the first are called objective; the second, subjective objects of thought; or simply objects and subjects. We may think an object has form or color,—we may think a state of mind is right or wrong; but before these acts of thinking are possible, the mind must be conscious of form and color, and of right and wrong. When the mind thinks a thought, the immediate object of its consciousness is an idea. An idea may be distinguished from all other mental products in two ways:

First, by determining what is the immediate object of consciousness in thinking.

Second, by determining what is denoted by our single words or names. The mind is so constituted that ideas seem to spring up in it whenever occasion for them is presented. It will be shown hereafter that to present, in an orderly manner, the right occasions for those ideas the pupil should possess, is a part of the great work of the teacher.

THOUGHTS — KNOWLEDGE — MENTAL CULTURE.

If we analyze a proposition of our language, it will be found that by means of a subject, copula, and attribute,— which three parts every proposition contains,— an act of comparison of ideas is expressed. An act of comparison is a thought. Ideas are expressed by simple names; thoughts, by propositions. The relation that ideas and thoughts hold to each other is, the latter depend, for their existence and character, upon the former, and in these ways are limited by them. If the mind is conscious of the agreement of the idea occasioned by the color of an object, and of its idea of white color, then it knows the object is white. If the mind is conscious of the disagreement of the two ideas, then it knows the object is not white. A consciousness of the agreement or disagreement of ideas and thoughts of objects is knowledge. Our knowledge is limited, and regulated by our ideas and thoughts;

it can never go beyond them. By consciousness and observation we know that the right exertion of mental power always results in an acquired facility, experienced in the subsequent exertion of the same power. Facility in acting, acquired by the right exertion of active power, is culture; mental culture, taken in its fullest sense, is another term for mental discipline, or for education. An object or subject of thought is in the presence of the mind when the former holds such a relation to the latter as to affect it in any way; that is, when it leads the mind to think, feel, or choose.

TEACHING DEFINED — ENDS TO BE SECURED.

The terms idea, thought, knowledge and culture have now been illustrated and defined. We also understand what is meant by the presence of an object to the mind, from which we may infer what it is to present it. The immediate effect of presenting an object of thought to the mind is to occasion mental activity. This is true, whatever method of presenting it may be employed, or whatever ultimate end the one presenting may aim to secure. The activity will produce two results: knowledge, depending upon ideas and thoughts awakened, and an increased facility in acting, or mental culture. An end is that which is a good in itself, without reference to anything beyond itself. It may be shown that culture is an end; but as the mental activity which produces culture also produces knowledge, and as knowledge in turn excites activity, knowledge and culture may be called ends. That act, which consists in presenting objects and subjects to a mind so as to occasion the activity which produces knowledge and culture, is teaching. From this definition of teaching, it seems to be the duty of the teacher to determine, first, what kind of activity and knowledge he would have his pupils exert and acquire; second, to select the proper occasions for this activity and knowledge; that is, to provide the proper objects of study; third, to establish such relations between the mind of the pupil and these objects as to enable him to obtain the two ends for which he studies.

METHODS OF TEACHING.

Having defined teaching, and shown the ends teaching is designed to secure, we are prepared to examine its methods. In this we shall be guided by the definition of teaching already derived. There are two methods that may be employed in attempting to teach. One consists in actually bringing into the presence of the learner whatever

object or subject he is required to study and to know. If the object belongs to the external world, or is an objective object, it is presented to the mind through the medium of the senses. If it belongs to the internal world, or is subjective, then it is presented by leading the mind of the learner to produce it, through the activity of his own representative and reflective powers. In addition to presenting the object of study to the mind of the student for his consideration, the teacher directs him, by the use of language, to thinking those thoughts that are required to be produced. Language is used, not for the purpose of pouring knowledge into the learner's mind, but simply to bring the object of his thoughts properly into his presence; to direct him in its study, and to save him from groping for the ends he would attain. As this method deals primarily with the true objects of the knowledge to be obtained, it is called the objective method of teaching. As language is employed to direct the learner in his investigation, it is sometimes called the oral objective method. Let it be called the "oral method."

There is another method. This consists in presenting to the mind of the learner a written or oral description of the object of knowledge, in place of the object itself. This teaching is practiced when lessons are assigned to be learned from books, or when one communicates his thoughts by lectures. This method may be named the written method. — *From a Premium Essay, by* JOHN W. DICKINSON, *Sec. Mass. Bd. Ed.*

IN the management of the recitation use just so much form and system as will expedite the business of the hour. The teacher being chairman of the meeting and the floor gained by addressing the chairman, he thus has it in his power to regulate the recitation. And without seeming to do so, as in the old-time arbitrary way, he sees that the rights and interests of all are maintained. This feeling of membership in a meeting for the good of all, over which the teacher is the courteous president, acting to see that justice is done to all, has a telling effect and works like a charm in the government of any school above the primary grades. From such a position or attitude toward the school, government become comparatively easy. The teacher will use every occasion to teach the courtesy due from one member to another, and by example and precept inspire them with a regard for personal rights and duties.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

ABOUT DISTRICTS, AND ELECTIONS.

Q. In an election of clerk, A received 34 votes, B, 30, and there were 6 scattering. Was there an election, or is the office still vacant, and to be filled by appointment?

A. The law does not prescribe in what manner a district shall elect officers, nor does it prescribe what shall constitute an election, if the ballot is used. If when the ballot you refer to was taken, A was declared elected, and this was acquiesced in by the meeting, and it stands so recorded, the office is to be considered filled. If the reverse was true, and the meeting adjourned, without any election being declared or recorded, it is proper to regard the office as vacant, and that it be filled by appointment.

Q. Can an annual district meeting adjourn before it elects the officers for the ensuing year?

A. There is no objection to this, if it is thought best. But no election can take place if the adjournment is for more than ten days.

Q. If the order forming a district is lost, and not recorded, does that vacate the district?

A. No; the fact that a district was formed is susceptible of proof by parol evidence, and the district may keep on in the exercise of its functions and franchises.

Q. We had a lease of a site, to revert to the lessor when we should cease to use it. The district was vacated, and attached to other districts. Three years later the district is restored, with some additional territory. Do we thereby recover the site, without any further action?

A. No, you can obtain the same site, only by designating it again as your site, and by buying or leasing it if you can, and if not, getting it established by the town board.

Q. Are we to enumerate the children of Indians who own real estate in the district, but have not relinquished tribal relations?

A. Such persons are not citizens and voters, and their children are not properly to be enumerated, or to draw school money.

CORRESPONDENCE.

EDITORS OF JOURNAL.— Your remarks last month on the matter of the boundaries of political divisions, and on the distinction between political and natural boundaries, are very just, but you inadvertently include British America as one of the political boundaries of Wisconsin. They are correctly given, in brief, in Wright's Constitution of Wisconsin, p. 41, as follows: "Wisconsin is bounded north by Minnesota and Michigan, east by Michigan, south by Illinois, and west by Iowa and Minnesota." B.

One easily overlooks the geographical fact that Minnesota extends a little further east on the north shore of Lake Superior, than Wisconsin does on the south shore, and so lies between Wisconsin and British America.— EDRS.

MESSRS. EDITORS.— You would oblige me greatly, if you would send, through the columns of your JOURNAL, the following example worked out:

What sum, 6 months and 9 days from July 18, 1862, drawing an interest of 6 per cent., will pay a debt of $674.89 at bank, on the 1st of August, 1862?

We submit the question to experts in interest.— EDRS.

WATERFORD, June 5, 1880.

GENTLEMEN.— Will you please publish the following question, and answer it in your ED. JOURNAL. E. ERICKSON.

As a rule, the quantity of electricity in the atmosphere increases as we approach the equator, and thunder-storms are most frequent and violent within the tropics; but why is the coast-line of Peru an exception to this rule?

EDUCATIONAL MEETINGS.

STATE TEACHERS' ASSOCIATION.

Proceedings of the Twenty-eighth Annual Session of the Wisconsin Teachers' Association, held at Madison, July 6–8, 1880.

The meeting was called to order by President W. H. Beach, after which a chorus was rendered, by a choir led by Prof. Brand, followed by prayer by Rev. Dr. Butler.

Pres. Beach announced the resignation of Secretary F. W. Isham, and A. R. Sprague, of Black River Falls, was chosen to fill the vacancy.

W. D. Parker, railway clerk, spoke of arrangements for the entertainment of teachers, and moved the appointment of Mr. Shaw, of Madison, to direct such arrangements, and announced the receipt of correspondence in reference to the proposed excursion to the Dalles, giving rates to teachers.

Prof. Joseph Emerson, of Beloit College delivered a lecture on "Some National Experiments in Education."

Adjourned.

WEDNESDAY MORNING, *July* 7, 1880.

The session was opened at 9 o'clock, by prayer offered by Prof. Emerson. Following this, congregational singing was led by Prof. Brand.

Pres. Parker stated the desire of the railroads as to commutation rates on return tickets. Prof. Salisbury was called to the chair, and the president delivered the annual address.

On motion, it was referred to Messrs. Kerr, Graham, and Howland, for the assignment of its several topics.

Supt. Viebahn presented a paper on "The Developing Method."

Pres. Stearns presented a paper on "Some Incalculable Elements of School Work."

Recess of ten minutes.

The Association was called to order and listened to a song by a trio of male voices, consisting of Prof. Brand, and Messrs. Bross and Rowland.

After some explanations and instructions by W. D. Parker, railroad clerk, the committee to whom was referred the president's address, reported the following disposition of topics:

State University — Samuel Shaw, J. Q. Emery, and E. B. Wood.

Colleges — T. C. Chamberlin, Albert Salisbury, and J. H. Terry.

Normal Schools — W. C. Whitford, W. G. Clough, and J. T. Lunn.

Institutes — W. H. Chandler, Agnes Hosford, and W. H. Cummings.

Primary Education and Kindergarten Work — James MacAlister, Mary Brayman, and Jesse B. Thayer.

School Supervision — Duncan McGregor, John Howitt, and C. F. Viebahn.

The Practical in Education — George S. Albee, A. J. Hutton, and A. R. Sprague.

Miss Brayman, of the Platteville Normal School, with her class, presented an illustrative exercise in primary object teaching. After the exercise, questions were asked by the audience, and answered by the class and teacher. The class were then excused, and after some discussion upon the subject, the session adjourned.

WEDNESDAY EVENING.

After music by the choir, the President named the following committees:

On Resolutions — S. S. Rockwood, M. S. Frawley, and C. E. Buell.

On Honorary Members — I. N. Stewart, A. F. North, and Miss Hattie Bacon.

On Nominations — J. T. Lunn, E. B. Wood, and Miss Ella Aspinwall.

On Finance — H. C. Howland, J. Q. Emery, and Miss. Emily Webster.

It was moved and carried that Pres. Stearns be requested to furnish, for early publication, a copy of his address delivered this morning.

Pres. Parker moved that the committee on Employment of Teachers, formerly existing, be revived, and that Pres. Albee, Prof. Emery, and Miss Agnes Hosford be appointed such committee. Carried.

After music by Prof. Brand's quartette, the president introduced Rev. Mr. Rose, of Milwaukee, who delivered an address upon the "Inabilities and Disabilities of the Teacher's Profession.".

At the close of the lecture, Mrs. Brand sang a solo, after which the session adjourned.

THURSDAY MORNING, *July* 8, 1880.

After the usual exercises, the minutes of the previous sessions were read and approved. Mr. Viebahn then offered the following resolution.

Resolved, That this Association considers the law passed by the legislature during its last session, providing for the granting of State certificates to the graduates of colleges, and other institutions, whose courses of study may be deemed equivalent to the course of study of our State University, to be unjust, impolitic, and contrary to the best interests of our public school system.

On motion, the resolution was made a special order for the first day of the winter session.

Supt. Somers and Prof. Sawyer being absent, the Association passed to the next exercise on the programme, a paper on "The Province and Function of a Normal School," by Pres. G. S. Albee.

Recess of ten minutes.

The next order was an essay, "The Kindergarten," by Rev. J. B. Pradt.

Supt. MacAlister opened the discussion on the above paper, urging the value and efficiency of proper kindergarten training; that the education of the child begins at the very earliest moment; and that the kindergarten comes in to shape and rightly form the nature of the child, and is an essential part of any system of education.

Supt. Whitford made an announcement from Prof. Watson, as to the hours of reception at the Observatory.

A. O. Wright followed in the discussion on the paper read, endorsing Supt. MacAlister's views, and urging that the methods of the kindergarten should be adopted and used in our graded schools.

Pres. Albee followed, heartily endorsing the true philosophy and methods of the kindergarten.

Mr. Clough, of Portage, thought that the German system should not be copied, but that we should work out improvement of methods in our primary schools.

Pres. Shepherd, of the Winona State Normal School, Minn., did not wish, at so late an hour, to discuss the question, but only to say that he had received an immense amount of inspiration from this work in Wisconsin.

Mr. Andrews, of Chicago, urged the necessity of completeness in the kindergarten work.

Miss Beebe, of Racine Private Kindergarten, was called for, and urged the introduction into our primary schools, at the earliest moment, of such methods from the kindergarten as are practicable, and thought that very many *are* practicable.

Another speaker thought that one needed reform should be at once begun; that our primary departments should be made smaller than they are in very many schools, and not more than forty scholars should be placed in charge of one teacher. Teachers to be trained in this work should be carefully selected. The experience of St. Louis shows this.

THURSDAY AFTERNOON.

The President appointed the following named persons as a committee to report on the resolution pertaining to state certificates on the first day of the winter session: C. F. Viebahn, T. C. Chamberlain, and T. F. Frawley.

The following committees asked leave to report at the winter meeting, viz.: committees on University, Colleges, and Normal Schools.

Prof. Samuel Calvin read a paper upon "Natural Science in our Schools."

The association, by vote, requested a copy of the paper for publication.

The report of the Treasurer having been approved by the finance committee, was adopted by the association as follows:

The Treasurer of the Wisconsin Teachers' Association respectfully submits the following report of receipts, disbursements, and present condition of the finances of this association, for the year ending July 8, 1880:

RECEIPTS.

July 11,	1879	To amount received of T. F. Frawley, ex-Treasurer..	$110.92
Jnly 11,	1879	To annual dues of one member	1.00
Dec. 30–31,	1879	To annual dues of thirty-five members.....	35.00
July 7–8,	1880	To annual dues of one hundred members.....	100.00
		Total receipts	$246.92

EXPENDITURES.

Dec. 31, 1879	By expense of Art lecture	$12.00	
Dec. 31, 1879	By expense of exhibit.....	4.50	
Dec. 31, 1879	By bill of railway clerk.....	9.50	
Dec. 31, 1878	By printing, postage, telegrams, and expressage.	25.73	
Mar. 4, 1880	By printing Mrs. Little's lecture.....	15.00	
July 7, 1880	By expenses of lectures	43.25	
July 7, 1880	By expenses of primary class.....	16.20	
July 7, 1880	By expenses of music.....	13.00	
July 7, 1880	By bill of railway clerk.....	17.43	
July 7, 1880	By printing, postage, telegrams, and expressage.	31.41	
	Total expenditures.....	——	$188.02
	Cash on hand.....		$58.90

H. A. HOBART, *Treasurer.*

The committee on Honorary Members reported the following names for such membership: Rev. H. T. Rose, Milwaukee; Prof. Joseph Emerson, Beloit; Prof. Samuel Calvin, Iowa; Pres. Irwin Shepard, and Prof. E. Gilbert, Winona, Minn.; and Prof. Davis, Rochester, Minn.

The officers of the association were then elected as follows:

President — I. N. Stewart.

Vice Presidents — Alex. Kerr, E. A. Charlton, and Miss Agnes Hosford.

Secretary — J. H. Gould.

Treasurer — Alfred Thomas.

Executive Committee — W. H. Beach, A. R. Sprague, H. A. Hobart, C. F. Viebahn, and J. B. Thayer.

The association then adjourned *sine die.*

W. H. BEACH, *President.*

A. R. SPRAGUE, *Secretary.*

CONVENTION OF SUPERINTENDENTS.

MADISON, *July* 7, 1889.

Meeting called to order at 2 o'clock P. M., by Supt. J. T. Lunn.

On motion, State Supt. Wm. C. Whitford was elected chairman, and Supt. Ed. McLoughlin secretary.

The following Superintendents responded to roll call: J. C. Rathbun, Wm. B. Minaghan, Henry Neill, James McDonald, C. E. Buell, M. S. Frawley, J. T. Flavin, Miss Florence Tickner, Miss Agnes Hosford, Ed. McLoughlin, C. L. Harper, C. L. Hubbs, D. A. Mahoney, C. G. Thomas, C. F. Viebahn, C. A. Morse, J. W. West, Wm. Jones, Miss Betsey Clapp, J. T. Lunn, John Howitt, W. W. Kimball, Samuel S. Shaw.

By request, Supt. M. S. Frawley was called to the chair, during the reading of the address by State Supt. Wm. C. Whitford.

Among the many good points of this address, the following were noticed:

1. It was a fortunate day for education when the county superintendency was adopted.

2. County Superintendents should be graduates of a normal school, college or university, or should pass examination for a state certificate.

3. Counties of more than 175 districts should be divided into at least two superintendent districts, and, in counties of 15,000 or more inhabitants, the law dividing them into two districts should be made compulsory.

4. No Superintendent can properly care for more than 75 schools. Such supervision would allow time to visit each school from two to five times a term.

5. Each Superintendeut should be assisted by two competent assistants, to be appointed by the County Board of Supervisors for two years, and paid by the day for actual work.

6. Higher qualifications for teachers. Certificate only a few more teachers than enough to fill the schools.

The address was followed by an animated discussion, in which the following superintendents participated: Lunn, Mahoney, Viebahn, Buell, and Shaw.

Supt. M. S. Frawley, of Dane county, read a paper on the "Proper Tests in Teachers' Examinations, and How Exercised." This paper was filled with excellent suggestions. The following were noticed: (1) Oral examinations are good, and remedy defects in written examinations. (2) Too much trouble is taken with courses and grades. (3) Teachers should be able to solve practical problems, and answer practical questions. (4) A legislative enactment relating to the qualifications of Superintendents would prevent many wrongs in examinations.

The discussion on this paper was opened by Supt. Buell, followed by Supts. Neill, Mahoney, McLoughlin, Lunn, and Viebahn.

Supt. Parsons being absent, his paper on "Teachers' Libraries" was read by Supt. Rathbun. This paper related the origin, progress, and present condition of the teachers' library in Richland county.

Discussion on the subject was opened by Supt. McLoughlin, who was followed by Supts. Lunn, Harper, and Viebahn.

"Superintendents' Duty and Action toward the Course of Study for Ungraded

Schools," a paper read by Supt. Agnes Hosford, summed up the many present questions that form *the* issue in the higher and better condition of these schools.

Discussion on this topic was opened by Supt. Howitt, who was followed by Supts. Viebahn, Rathbun, Mahoney, Neill, Flavin, and others.

Moved and carried that this paper be requested, for publication in the JOURNAL OF EDUCATION.

Moved and carried that we adjourn.

ED. MCLOUGHLIN, *Secretary.* W. C. WHITFORD, *Chairman.*

The proceedings of the meeting of Institute Conductors are given in full under the head of Primary Instruction, in this number of the JOURNAL.—EDS.

EDITORIAL.

SHALL not some improvements be speedily introduced into our system of examining and licensing teachers, and of supervising their work in the public schools? The present methods of county agency, established nearly twenty years ago, were those then suggested by the ripest experience elsewhere, or were the best which public sentiment would approve at that time. The most strenuous advocates maintained at the beginning that the system would, in the future, need modification in some material points. As since studied by our most thoughtful educators, and as tested by our intelligent communities, the defective points have become more conspicuous; and they furnish the basis for the abortive attempts, made almost every year in the legislature, to effect some changes, more or less radical, in our county system. They in part excuse, while they do not wholly palliate, the sweeping condemnation made by some influential citizens against the existing provisions.

It was a fortunate day for the State when county supervision was adopted. Under it, the qualifications of our teachers have steadily improved. The instruction in the schools of each county has become more uniform, and accords to-day more closely with the best methods and principles of education. A more general interest in the support of public schools of all grades, has been cultivated. The teachers have been more firmly united together into systematic efforts to advance our schools. Abroad, the universal testimony is that in those States where such a supervision has been established for a number of years, there public instruction has made the most rapid progress in all directions. It is no wonder that in the older communities which still retain the exclusive town system of commissioning teachers and inspecting their schools, a most imperative demand is just now being pressed for the introduction of this county method. Our unquestioned duty, it seems to me, is, as soon as possible, to disarm even reasonable criticism, and to silence certainly unfriendly complaints, by revising some of our statutory provisions on this subject.

1. Last winter, we ventured the suggestion that the supervision of the schools in some counties of the State would be rendered more effective if the county

superintendents were required to be graduates of normal schools, colleges, or universities, or to pass an examination for a State certificate. This position has since been warmly supported by some candid and thinking people in the State, and unhesitatingly approved by a few conductors of educational journals elsewhere. The more we have reflected, since that time, upon the subject, the more earnest has become our convictions that this measure should be enforced by law throughout the State, and should apply to city as well as to county superintendents. Another qualification should be added that these officers shall have become acquainted with the business of teaching, and with the operations of our school system, such as is obtained by actual experience for at least two years in the school room, or in supervising schools. It is a gratifying fact to know that many of our counties and cities have practically accepted this measure. Their superintendents have the attainments as graduates of our higher institutions, and have taught in schools of various grades, and have, in not a few instances, acquired distinction in the inspection and management of schools. The principle underlying this scheme is that a person to whom is entrusted a particular and invaluable work, must have received special and adequate preparation for performing that work. This is totally ignored at present by only a few communities in the State in their selection of county superintendents. Still, they would doubtless ridicule the plan of compelling physicians to be examined by a justice of the peace, for a license to administer medicine to the sick, or the skill of a house carpenter to be determined by a mere tailor. But our greatest difficulty is in convincing the people in very many places, not that there should be some special fitness for the position of superintendent, but that there should be superior training and aptness for it. A law requiring the acceptance of such a standard as is here presented, would soon change the views of these people.

In what other way can we best avoid the election of incompetent and worthless superintendents? The prize is sometimes won, in competition with even an experienced and most useful officer, by mere personal blandishments, by political influence and trickery, or by playing on the prejudices of "certain lewd fellows of the baser sort" among the acquaintances of the candidate.

The modification here proposed is not an ideal one. It has been tried for years in the Key Stone State. It has largely contributed there, as Superintendent Wickersham lately said, to make the county supervision, which was at first unpopular, to grow "stronger and stronger year by year, until now no one questions its value, and most thinking men consider it the right arm of our whole educational work."

2. The law permitting a county having over fifteen thousand inhabitants to be divided into two superintendent districts, should be made compulsory, provided there are more than one hundred and twenty-five schools in that county. At the present time, at least thirteen counties in the State, each with more than this number of schools, have not embraced this privilege offered them in the statutes. Some of their superintendents are compelled to visit and inspect from one hundred and fifty to two hundred and sixty-four schools in a county, and license the teachers annually for all these schools. Their duties are as onerous and perplexing as those of the unhappy mother who had so many children in her shoe.

Here is a very weak point in our county system. More than three-eighths of

our sixty-five superintendents have over one hundred schools under their jurisdiction. We maintain the view, and the State will ultimately acknowledge the wisdom of it, that a county with more than one hundred and seventy-five schools should be divided into at least three superintendent districts. In some countries in Europe where supervision is thorough and systematic, a district inspector is not permitted to have the charge of over fifty schools. In a few places in this country where marked advancement has been secured, during the past five years, in popular education, this is due to the efforts of very active and intelligent superintendents who have directed the teachers in a less number of schools. The fact is established by abundant experience in this State, that no county superintendent can take, on an average, the efficient and satisfactory oversight of more than seventy-five schools. If Wisconsin would recognize this fact so far as to embody it in the statutes on this subject, she would lead the van of the States which are testing the county system, and would greatly promote the efficiency of the public schools in a majority of her counties.

The objections urged against such an amendment to the law, are neither material nor consistent. Compelling counties to be divided into two districts, is no more unreasonable than the present provision which requires the salary of a county superintendent, in a district containing more than ten thousand inhabitants, to be not less than eight hundred dollars per annum. The plea that this measure will double the cost of the supervision of schools in one-fifth of the counties of the State, is met by the statement that the money then expended will not be as much per inhabitant, and on each dollar of taxable property in these counties, as is now cheerfully paid in at least fourteen other counties. The truth is that this compulsory act would aid in making more equal the expenditures of the State in sustaining the system of county supervision. Such an arrangement would induce the superintendent to visit annually from two to five times each school under his care, is the objection of one who claims that such visits are profitless. It is admitted that visitation in our larger and undivided counties is not always efficient. With a two hours' call on a school, once in a year, or in two years, this cannot be regarded as effective supervision. But frequent visitation is necessary to thorough management of schools. This is shown in the administration of the schools of our cities throughout the country, where public education has reached the highest standard, and where this has been attained mainly through the immediate and constant oversight of superintendents of large culture and ripe experience.

3. We ask the question whether it would not be wise for each county superintendent to be assisted by two competent persons, in the examination of teachers? They would relieve him of a portion of this labor, and thus allow him more time for visitation. They would enable him to act more independently in rejecting applications for certificates, as the responsibility would be shared among the three. Less number of mistakes would likely be made in granting licenses, as the successful candidate must be approbated by more than one examiner. The superintendent would be less frequently assailed by the charges of favoritism, and his usefulness would not be so often checked by the disappointment and anger of those who do not pass the examinations. He would be able to fill a longer tenure of service, as the accumulated prejudices

of rejected teachers, and their doting friends, would not necessarily, at the close of each term of office, descend like an avalanche upon him, and defeat his nomination or election for another term.

These assistant examiners could, under our present system, be appointed for two years by the County Board of Supervisors, and they should be experts in educational matters. They might receive three dollars per day for their labors, and be employed only during the times of the examination. In most counties this would not add a material sum to the cost, and yet it would largely enhance the effectiveness of the supervision. Similar plans are now in force in twelve of the States. They have proved to be so beneficial in the directions which I have indicated, that Connecticut has sought this year to engraft upon her system the provision of county examiners, who, in the language of the bill laid before her Legislature, "shall consist of three competent persons."

4. Even under the provisions of the law in its present form, should there not be some changes in the practice of many of our superintendents in qualifying teachers? Fixing a high standard, and adhering strictly to it, aids in creating a sentiment which will sustain the public officer in keeping the teachers of low attainments out of our schools. We think that it will be found true that the superintendent who licenses incompetent persons, and therefore a large number in his district, is oftener rejected by the people than the one who guards the schools by commissioning only the better and fewer teachers.

In our opinion, a county superintendent will contribute toward the rapid improvement of the instruction given in our schools, if he will make it an inflexible rule to certificate only a few more teachers than are required to take the charge of the schools in his county. This can be quite easily effected, by placing the standard of passing the examination so high that only the better qualified teachers can secure the license. This will enable this class to remain longer in the occupation, as the more poorly fitted cannot drive them from their positions by teaching for the lowest wages. It is a good plan to fix the minimum standing for each study in which teachers are examined, as well as an average standing for all the studies. Would not the effect of such a course as this be advantageous? Let the superintendents in most counties of the State adopt forty-five per cent. as the lowest standing in reading, spelling, arithmetic, and geography, and seventy per cent. as the average in all common branches; and then hold his teachers to these percentages. It may be said that a sufficient number of persons will not be qualified to teach all the schools. Then at least the best ones will find situations in the school rooms. But if this course is pursued, it will not be long before the full number is found. This plan has been tried in part by a few of our county superintendents, and the difficulty here proposed has not been found to be a formidable one. The schools have not been unprovided with teachers, and the standard of their qualifications has been noticeably raised.

SOME years since we urged upon the attention of the Regents of Normal Schools the propriety of grading the salaries of teachers in these schools upon their terms of service. We then maintained that it would prevent dissatisfaction

and complaint, remove the occasions for raising the compensation of any teacher on mere personal grounds, place all employed on a more equal footing, and supply proper incentives for these to remain longer under the employment of the board. The necessity of adopting this policy became very apparent at the recent annual meeting of the Regents, and the following classification was adopted, and has been furnished for publication by the Secretary, Hon. W. H. Chandler:

CLASSIFICATION OF TEACHERS.

Sec. 1. The teachers employed in the Normal Schools shall be classified as Professors, Assistant Teachers, Directors of Training Schools, Principals of Preparatory Departments, and Principals in Model Departments. Assistant Teachers shall be divided into Assistants of the first class, and Assistants of the second class.

Sec. 2. Persons shall be appointed to professorships in consideration of their being required to teach special branches of study, and their fitness by learning and experience for such work. Professors shall receive annually a salary of $1,200 for the first year, $1,400 for the next two years, and $1,500 thereafter.

Sec. 3. Assistant teachers shall be classified as first and second class, in accordance with the nature of the work required of them. Assistants may be transferred from one class to the other, as may be determined by, and upon the recommendation of the Committee on Teachers. Assistant teachers of the second class shall receive annually a salary of $600 for the first year, $700 for the next two years, and $800 thereafter. Assistant teachers of the first class shall receive annually a salary of $700 for the first year, $800 for the next three years, $900 for the next four years, and $1,000 thereafter.

Sec. 4. Directors of training schools shall receive annually a salary of $800 for the first year, $900 for the next four years, and $1,000 thereafter.

Sec. 5. Principals of preparatory departments, when said departments are conducted separately from the model department, shall receive annually a salary of $600 for the first year, $700 for the next two years, and $800 thereafter.

Sec. 6. Principals in model departments shall receive annually a salary of $600 for the first year, $700 for the next two years, and $800 thereafter.

Sec. 7. Professors appointed as conductors of institutes shall receive annually a salary of $500 in addition to their regular salary.

Sec. 8. Persons employed in any capacity as temporary teachers, shall receive such salary as may be determined by the Board.

A WRITER in the *Pacific School Journal* proposes some suggestions in reference to the exhibition of ordinary school work at the teachers' institutes. We copy them for the consideration of our county superintendents and institute conductors.

"Our idea is this, there is much work done by the pupils in our schools that ought to be shown at teachers' institutes.

"It would look odd to see a convention of painters discussing the merits of painting while all specimens of their work had been left at home. In every

school a large percentage of the pupils study penmanship. Specimens from every school might with profit to most teachers be exhibited at institutes.

"At the beginning of a term let each pupil write a sentence or two as well as he can as a specimen of his penmanship. Just before the institute meets, let each again write a specimen. From all the specimens select the three making the greatest improvement, and take these with you.

"At the institute have a committee appointed to paste these specimens in a common scrap book with the leaves cut out, so as to leave merely stubs to paste to.

"During the first day, specimens from all the schools can be placed in the book side by side for comparison.

"It would be a good plan then for the institute to call upon those teachers whose work stood best to illustrate their method of teaching penmanship.

"An idea we have several times tried is to have each pupil in the school write monthly specimens, and place these in a scrap-book for constant reference. Where such specimen books are prepared, it would be but little trouble to carry them to the institute with you.

"This same general idea could be carried out by teachers in preparing specimen maps, drawings, and letters, as well as bills, notes, and other business forms.

"These could be pasted together at one edge, and need not be put into books. The effect of this work is excellent upon the school, and serves to excite a spirit of emulation among the pupils. It can be done at a slight cost to the district. and will in the end prove a lasting benefit.

"We see no reason why work of this kind could not be done in spelling, grammar, and some of the other studies."

THE STATE SUPERINTENDENT expects to spend most of his time, during the present institute season, in visiting the more northerly counties of the State. In some of these he has not yet had the privilege of meeting with their teachers and school officers. He trusts that he can thus make his labors more useful to the State, by consulting with the citizens who are now establishing public schools in the newly settled sections of these counties.

THE scheme for a school register, presented by Supt. Jas. T. Lunn, of Sauk county, at the recent annual meeting of the Institute Conductors, has been carefully revised by him in consultation with the State Superintendent, and has been placed in the hands of Hon. David Atwood, of Madison, who will issue it immediately. It will be sent to the institutes in the State to be examined and introduced by the school boards and teachers. It will be printed in two forms, one sold for fifty cents per copy, and the other for one dollar. This will not only be the cheapest school register in market, but the most complete and satisfactory. It must aid most materially in establishing a course of study for the ungraded schools, and in procuring a better system of classifying the pupils in these schools.

SUMMER AND FALL INSTITUTES.

Place.	Time.	W'ks	Conductors.
Manitowoc	July 26	2	J. Q. Emery.
Platteville	Aug. 2	2	A. J. Hutton.
Osceola Mills	Aug. 9	2	W. D. Parker and Miss Mary A. Kelley.
Rochester	Aug. 9	2	Albert Salisbury.
Elkhorn	Aug. 9	2	J. Q. Emery.
Oconto	Aug. 9	2	L. Dow Harvey.
Cedarburg	Aug. 16	2	Ed. McLoughlin.
Pepin	Aug. 16	2	B. M. Reynolds and J. H. Gould.
Blair	Aug. 16	2	Jesse B. Thayer.
Fennimore	Aug. 16	2	George Beck.
Mauston	Aug. 16	2	A. J. Hutton.
West Bend	Aug. 16	2	A. R. Sprague and G. T. Foster.
Prairie du Sac	Aug. 16	2	Chas. H. Nye.
Depere	Aug. 16	2	Arthur A. Miller and J. M. Rait.
Richland Center	Aug. 16	2	W. S. Johnson.
Milton	Aug. 23	2	J. Q. Emery.
Sheboygan Falls	Aug. 23	2	L. Dow Harvey.
Monroe	Aug. 23	2	Albert Salisbury.
Omro	Aug. 23	2	Robert Graham.
Darlington	Aug. 23	2	Hosea Barns and C. A. Burlew.
Chippewa Falls	Aug. 23	2	T. B. Pray and Miss Agnes Hosford.
Dodgeville	Aug. 23	2	Duncan McGregor and J. W. Livingston.
Black River Falls	Aug. 30	2	Jesse B. Thayer.
Marinette	Aug. 30	1	Ed. McLoughlin.
Viroqua	Aug. 30	2	A. J. Hutton.
Waukesha	Aug. 30	1	George Beck and J. M. Rait.
Waupaca	Aug. 30	2	Arthur A Miller.
Menomonie	Aug. 30	2	A. R. Sprague and G. T. Foster.
West Salem	Sept. 6	2	Hosea Barns and Miss Agnes Hosford.
Shawano	Sept. 6	1	A. F. North.
Salem	Sept. 6	2	Albert Salisbury.
Montello	Sept. 6	2	C. A. Burlew and J. H. Gould.
Wausau	Sept. 6	2	Robert Graham.
Wauwatosa	Sept. 6	2	J. Q. Emery.
Appleton	Sept. 6	1	B. R. Grogan.
Wauzeka	Sept. 13	2	A. J. Hutton.
Alma	Sept. 13	2	Jesse B. Thayer.
Chilton	Sept. 20	2	Robert Graham.
Beaver Dam	Sept. 20	2	J. Q. Emery.
Maiden Rock	Sept. 20	2	Jas. T. Lunn.
Princeton	Sept. 20	2	Albert Salisbury.
White Creek	Sept. 27	2	A. J. Hutton.
Neillsville	Sept. 27	2	Jesse B. Thayer.
Sturgeon Bay	Oct. 4	1	Robert Graham.
Hale's Corners	Oct. 4	1	Albert Salisbury.
Centralia	Oct. 4	2	J. Q. Emery.
Augusta	Oct. 11	2	Jesse B. Thayer.
Lodi	Oct. 11	1	Albert Salisbury.
Oregon	Oct. 11	1	A. J. Hutton.
Sun Prairie	Oct. 18	2	A. J. Hutton.
Cambria	Oct. 18	1	Albert Salisbury.
Kewaunee	Oct. 25	1	Robert Graham.

W. C. Whitford,
W. H. Chandler,
Wm. E. Smith,
Institute Committee.

Madison, Wis., July 8, 1880.

NEW PUBLICATIONS.

A TEXT-BOOK ON RHETORIC. By Brainerd Kellogg, A. M., one of the authors of Reed and Kellogg's Language Lessons. New York: Clark & Maynard. Price of sample copies for examination, and for introduction, 85 cents.

There are three features about this book which are admirable. It is written with the distinct recognition of the fact, that the way to learn how to do a thing is to do it; it makes a proper connection between grammar and rhetoric; it simplifies the subject, and makes it easily comprehensible to any boy or girl that is old enough to study the principles of grammar with profit. It is destined, we think, to be widely used in high schools and academies, and will be especially acceptable to those who have found out the merits of the two books on Language Lessons, prepared by Messrs. Reed and Kellogg.

NOTES.

HARTLAND, Waukesha county, contemplates the erection of a new school building, for the accommodation of two departments.

PROF. D. O. HIBBARD, formerly of Oconomowoc, has been engaged as the principal of the Fourth Ward School in the city of Racine.

THE PEOPLE at Dodgeville, Iowa county, have decided to erect a new high school building, which will accommodate about 600 pupils.

Prof. O. E. LARKIN, the principal of the Big Foot Academy, at Walworth, has been engaged to take the charge of the high school at Viroqua next year.

MISS HATTIE SALISBURY has been employed by the Normal Regents as the teacher of the Preparatory Grade for the next year in the River Falls School.

GEORGE W. CURRIER is the principal of the high school at Stoughton next year; and Amzi W. Burton, late of the State University, of the graded school at Sun Prairie.

A Mr. ELLIS, from Illinois, has the charge of the public school of Sharon, Walworth county, next year. The people here are agitating the question of organizing a free high school.

MISS NILLIE A. WHEATON, of Minneapolis, has been appointed by the Normal Regents as the teacher of the Primary Grade in the Oshkosh School. She succeeds Miss E. B. Armstead.

PROF. MCMAHON, lately of the Milwaukee high school, has been engaged as the principal of the north side school, at Manitowoc. The *Tribune*, of that place, speaks highly of him as an educator.

SUPT. MCCLEARY, of Pierce county, wrote the 1st of last month: "The rains have seriously interfered with our ability to reach the schools — bridges are gone and roads washed out so as to be impassable in many cases."

PROF. N. C. TWINING is continued as the principal of the high school at Monroe. He has served most successfully in this position for several years. He is one of the most indefatigable workers in the schools that we ever knew.

PROF. C. M. GATES, who has had the charge of the high school at Waupaca for the past two years, has been engaged as the principal of the high school at Berlin, at a salary of $1,100 per year. He richly deserves this promotion.

The increase on the attendance for the previous year in the Normal Schools is 77 pupils, of whom 33 belong to Platteville, 18 to Whitewater, and 51 to River Falls, while Oshkosh shows a decrease of 25. The increase in the Training Departments is 22, and in the Normal 55.

THE NORMAL REGENTS have instructed the Presidents of the schools under their supervision to arrange, each for his own school, the programme of the present studies in the Elementary Course, to cover two and a half years for their completion by the students.

HON. J. H. SMART, State Superintendent of Indiana, was elected last month the President of National Teachers' Association for the ensuing year; and Prof. Francis A. March, of La Fayette College, Penn., was chosen the President of the National Spelling Association.

JUNEAU, Juneau county, raises the salary of Mr. Henry C. Curtis, the principal of the public school for the next year, and resolves to build a new school-house costing $5,000. This is a compliment to a hard working teacher, and exhibits the enterprise of the place.

G. L. VOORHEES has been engaged next year as the principal of the free high school at Muscoda; Wm. E. Corson, at Mazomanie; and Harvey R. Smith, at Richland Center; Henry Jane, at Shullsburg; Judson E. Hoyt, at Lodi; and H. D. Kinney, for the graded school at Black Earth.

AT THE recent meeting of the Beard of Normal Regents, resignations of the following teachers were presented and accepted: Miss Clara L. Wright, Miss I. J. Storke, and Miss H. L. Storke, of the Whitewater School; Miss E. B. Armstead, of the Oshkosh School; and Miss Myra Irwin, of the River Falls School.

THE ATTENDANCE upon the State Normal Schools for the past year, was as follows:

Name.	*Training Dep.*	*Normal Dep.*	*Total.*
Platteville	227	219	446
Whitewater ...	169	280	449
Oshkosh	211	403	614
River Falls....	188	183	371
Totals	795	1,085	1,880

PROF. E. A. CHARLTON, of Brodhead, without any application or solicitation on his part, has been elected the principal of the high school of that place for the ensuing year. Prof. T. C. Richmond declined his position to which he was re-elected, and engages in studying law. The school will continue to make progress under its able management.

THE FOLLOWING are the receipts for tuition, book rents, and book sales in the several Normal Schools for the past year:

Platteville	$3,173 00
Whitewater	2,902 38
Oshkosh	3,761 42
River Falls.....	2,735 80
Total.....	$12,572 60

THE CITY OF OCONTO and the village of Clinton, Rock county, have recently voted to organize free high schools. The latter place resolved to erect an addition to the school building to better accommodate the high school department. At both places the State Superintendent has lately addressed the people upon the subject of high schools.

THE Fall Term of the State Institutions opens as follows: State University, September 8th; Platteville Normal School, September 8th; Whitewater Normal School, September 1st; Oshkosh Normal School, August 25th; River Falls, August 22d; the Institution for the Blind at Janesville, September 8th; and the Institute for the Deaf and Dumb at Delavan, September 1st.

COL. E. B. GRAY, of Chicago, formerly a citizen of this state, and for a time the assistant state superintendent of Illinois, has been appointed the superintendent of the public schools of Racine for next year. Prof. O. S. Westcott, who has been employed for three years in the double position of superintendent of the schools and the principal of the high school of that city, holds the latter place with the salary of $2,000 a year.

PROF. EDWIN R. SMITH, principal of the high school at Burlington, Racine county, writes: "I send a programme of our graduating exercises, held June 25th. The class numbered eight, and is a strong one. All the members intend to teach. The year has been an unusually pleasant and profitable one. Our school meeting gave us a new board, who, without a dissenting voice, reappointed the old teachers at the same salaries."

PROF. H. W. DEMING, of Neillsville, Clark county, publishes a report of the school under his charge. He says: "The whole number of pupils enrolled for the year ending June 27, 1879, was 266, with a total attendance of 21,261½ days. For the year ending June 8, 1880, the enrollment was 302, with an attendance of 33,498 days, being a gain of 36 pupils and 6,236½ days' attendance. The number of non-resident pupils has largely increased over last year's enrollment."

SUPT. MAHONEY, of Kenosha county, says, in the *Telegraph*, "The superintendent left home Tuesday afternoon to attend the State Teachers' Association at Madison. The superintendents' meeting, which took place Wednesday afternoon, was, to him, the most interesting part of the programme. Right here we will say that those superintendents' meetings do not last long enough. Instead of a half day, there ought to be a two days' session. Nothing can be settled in the short time that is allowed for the meeting."

THE NORMAL REGENTS voted, at their last meeting, that the sum of $1,000 be appropriated for the exclusive purpose of improving and adorning the grounds of the several schools under their charge. This sum will be distributed among these schools by the Executive Committee, according to their respective needs. A competent landscape gardener will be employed to furnish a plan for

each school, before any expenditures are made. This work is greatly needed on the grounds of all the schools.

THE *Platttville Witness* says the addition to the Normal School is now a fixed fact. The plan adopted by the Board of Regents is substantially that proposed by Regent Evans, to extend the building westwardly on Main street 45 by 65 feet, making the addition five feet wider and five feet longer than the south wing. This improvement will afford one more entrance hall and stairway, one more school-room, six recitation rooms, besides two cloak rooms and closets. A new system of ventilation will also be included for the south wing and corridors.

THE *Banner*, published at Black River Falls, says, in reference to Galesville University: "This institution is now on the high road to prosperity. The thorough instruction in the common English branches, as well as the studies of a higher education, greatly increases the popularity of the school. A normal teacher is added to the faculty, affording very superior advantages for those desiring to be thoroughly qualified to teach. This vacation the building is being repaired, and another story added, making a spacious chapel, and comfortable, attractive rooms throughout. For obtaining a thorough education at a small cost, Galesville is unsurpassed."

AT THE ANNUAL MEETING of the Conductors of Institutes, held at La Crosse last year, Prof. A. A. Miller, of Waukesha, presented a paper on "the Means and Modes of Making Good Speeches." This we published last December in our JOURNAL OF EDUCATION. It has been republished in a number of educational periodicals in this country and in Canada. This is certainly a recognition of the merits of the article; but we complain that it has uniformly been credited to the *New York School Journal*, which by the way is not usually guilty of *appropriating* other people's productions.

THE *Herald*, of Sheboygan, closes the account of the late graduation exercises of the high school of that city with the following paragraph: "In presenting the diplomas Prof. Harvey made a very excellent address to the class, showing the deep interest and affection he cherished for each member of it. This parting contained more than the usual significance, since these are the last students Prof. Harvey ever expects to guide up the rugged hill to graduation day. The *Herald* cannot close this article without congratulating him upon the grand success he has made of teaching, and also to express congratulatory sentiments to the bar of the city, since he is soon to join that association."

SUPT. DIKE, of Polk county, thus closes his notice of the teachers' institute to be held this month: "It is expected that every teacher, and every other person contemplating teaching in this county during the ensuing year, will be present as an active working member of the institute during the entire session thereof. School boards are earnestly requested to employ only such teachers as are alive, earnest, and progressive, and I know of no better way of determining this than by noting the effort put forth by teachers to qualify themselves for their work. Each certificate issued this fall will indicate the number of days the holder attended this institute."

THE *Omro Journal*, of recent date, gives a notice of the closing exercises of the high school at that place. In the examination of the classes, a committee of six citizens appointed by the school board participated, and assisted in fixing the standing of the pupils in their studies. The *Journal* says further in regard to the services of the principal: "The results are in a high degree satisfactory. Mr. Rood is a good organizer. Seldom do we find an educator who governs so well and to all appearance with so little effort. The effort has not been wanting, however, for the progress of the past year in our public schools has not been made by simply letting things drop into their places."

THE INTERNATIONAL EDUCATIONAL CONGRESS will convene at Brussels, Belgium, in September, 1880. M. Couvreur will be president, and M. Buls, secretary. There will be six sections, which may be subdivided by the committee on organization, if necessary or desirable. The object of the congress will be to familiarize the educational public with "the social and pedagogical questions" which are involved in all degrees of teaching. Each speaker will speak in his own language. Twenty or more questions are to be discussed in each degree or grade of teaching. Twenty-five were selected for primary instruction, embracing nearly all leading subjects under that head. In academic instruction, the battle ground will be between classical and scientific studies; each would confine the other to narrower limits. The distribution of historical studies and the natural sciences, is another of the twenty questions in this department. The liberty of the professor with regard to

doctrines contradicting the religious ideas of the people in general, is to be discussed in the department of higher education. Here is another: "How can official programmes most suitably fix the order of studies?" An international exhibition of school furniture and apparatus will also be connected with the congress.

Rev. A. D. Mayo, associate editor of the *National Journal of Education*, publishes the following: "At the State Normal School in Oshkosh, Wis., we recently saw a more complete organization of the practice department than we have witnessed before. A school of two hundred children, representing the various primary and grammar grades, is established under the mastership of Professor Briggs, assisted by several effective critic-teachers. The kindergarten department is admirably handled by Miss Fisher, an accomplished pupil of Miss Blow, of St. Louis. Every morning the work to be done is laid out by this effective corps of model instruction. The pupil-teachers are thus sure of support, in a school that is itself a model, while their "prentice work" is done under the eye of accomplished instructors. This arrangement disposes of the chronic objection to the practice department, that it is a mere school for crude experimenting. If our normal schools in New England propose to keep abreast of the ages, they should lose no more time in profitless discussion over the utility of a practice department. This department has vindicated itself wherever it has had a fair trial, and is the chief point of superiority in the State normal schools of New York and the Northwest."

State Supt. Gower, of Michigan, has lately issued his Annual Report for 1879. From it the following facts on attendance are gathered by the Lansing *Republican:* "While the increase of school children during the year has been 10,187, the total attendance upon school is 17,564 less than 1878. With about the same increase of pupils in each, the attendance at graded schools has increased 2,269, and decreased 19,953 in the primary schools. The decrease in the per cent. of attendance has been 8.2 in the ungraded primary schools, and 6-10 of one per cent. in the graded schools. The last decrease may be largely accounted for by the increase of attendance at private graded schools in the larger cities, maintained by churches, etc., the reports showing an increase of several thousands in this direction. But this does not apply to ungraded country schools, and as the non-resident attendance on city schools from rural districts shows a decrease, the superintendent is forced to conclude that this decrease of attendance on primary schools is almost solely attributable to a lack of respect for them, resulting from the present system of superintendency. Since the inauguration of the township system, the standard of teachers' qualifications in the rural districts has depreciated at least 50 per cent., and wages have decreased about 25 per cent. This view is ably supported by the reports of the township superintendents themselves, published in this report."

The "townhip system" above alluded to is not a town organization, under one board, but the substitution of town in place of county superintendents.

Prof. W. G. Ballantine, of Oberlin College, makes the following full observations on the spelling reform: "It might be thought that speling reform should begin in our primary schools, but a consideration of the nature of the oposition wil prove that our coleges must take the lead. The almost religious reverence of the people for our present speling has been often ridiculed, but still exists. Only the coleges can break it down. They are the crown of our educational system — the court of last appeal in intellectual maters. It is like the breaking up the system of taboo in the Sandwich Islands; only the King's example could sanction the bold inovation. Let at least a half dozen of our respectabl coleges advance together and print their cataloga, programs, examination papers, schedules of reports in reformed spelling. Some of our newspapers and magazines ar doing a magnificent work, but they cannot advance or even hold their ground unles supported.

"Our great filologists hav shown that the idea of retaining the present speling for its etymological valuo is futil. The mere speling of a word cannot suggest its etymology unles the reader has studied the original language, and, in that case, he knows it, however the word may be speled. Having never studied Anglo-Saxon, I do not find that the daily sight of biz speled b-u-s-i, has any tendency to teach me the history of the word more than the daily sight of a hunch-backt cripl has to teach me the date and details of the melancholy accident or disease that distorted him. On the other hand, having studied Greek, I know that surgeon was originally cheirourgos, and means hand-worker, and I know it just as well as if we stil speled it as we used to, chirurgeon."

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NATURAL SCIENCE IN THE SCHOOLS.

[Paper read before the State Teachers' Association, at Madison, July 7th, 1880, by Prof. S. CALVIN, of Iowa State University.]

Natural science is rather an indefinite term. At present it is generally used as equivalent to natural history; but here again comes a difficulty, for different persons have different conceptions of the limitations of natural history, and any definition of what it may mean on the lips of each one that utters it becomes impossible. We will not go far amiss, however, if we assume that natural science and the science that deals with life and life-phenomena of every kind are one and the same thing. Thus limited, it becomes synonymous with biology, and the latter term, being more appropriate, and being, withal, susceptible of accurate definition, is now very generally adopted. My theme then might be rendered *Biology in the Schools;* but as I do not wish to put obstacles under the the form of hard names in any one's way, we will still adhere to the old term, and merely explain the purpose of this paper to be the discussion, in a very general way, of the place that books and specimens should have in leading pupils to a knowledge of the form, structure, habits, and life histories of common living things.

I assume that in the serious teaching of natural science, the teacher is likely to feel, first of all, the need of books; and this need, I am sorry to say, is the one that at present cannot well be supplied. Not that there is any lack of books professing to be exactly what the teacher wants. We have science primers, fourteen week's series, and every possible grade as to size and quality up to the pretentious man-

ual, and it may seem that any reasonable teacher should find something to fit the work he would like to do. Nevertheless, it is true that one great obstacle to the teaching of natural science is the fact that, with one or two exceptions, the books suited to the purpose are yet to be written.

I know it is fashionable in some quarters to decry the use of books altogether; and I freely admit that there is too much reason for believing that in so-called science teaching, books have long usurped the place that does not belong to them. When we see teachers and pupils drawing all their information from the book, and deceiving themselves with the idea that by studying and reciting so many pages of text, they are mastering science, it is hard to keep from joining the cry, and concurring in the wish that there was not a single scientific text-book in existence. We feel that in that case much time, now wasted, might be saved; much energy, now misspent, might be directed to some useful purpose; much self conceit, and self-delusion, now engendered and encouraged, might have no occasion for being. I once knew a gentleman who attained some prominence as an educator in one of the northwestern states, and who, as a professor for some years in one of the leading colleges, gave instruction in geology. I have it on the best of authority, that during all that time he had not the slightest acquaintance, derived from actual study, with any of the wonderful and significant forms of animal and plant life that occupied the earth during the grand old periods concerning which he and his classes talked so glibly. He had not so much as seen a fossil, and would not have known one if he had seen it. He taught the whole round of sciences in the same way. So many words made up the daily exercise, but nowhere was there contact with a single fact. It was a common experience with those who knew him best in later years, to see him swell with pride and indulge in self-gratulation on the great breadth of his culture. Had he not had a thorough scientific, as well as literary training, and was he not the person of all persons qualified to form an opinion as to the relative value of the old education and the new? Should you conclude that, however broad his literary and scientific attainments may have been, they were both fearfully shallow, and altogether insufficient to save him from being offensively ridiculous, I could think of no facts or arguments that would cause you to change your opinion. I introduce this as an extreme case of the pernicious use and influence of books. Such cases are, haply, rarer now, but the few that do occasionally come to

light have led some thoughtful and careful teachers to believe that real progress in teaching natural science requires that books be entirely discarded, and nothing allowed in the recitation room but teacher, specimens, and pupils. Such teaching would certainly be an immense improvement on the other, but I must believe that it will fall short in most cases of giving the best possible results. There is a place, after all, for books. So long as the average teacher is not, and can not be, a universal genius, books are indispensable.

It must be remembered that the range of natural science is practically infinite. To say nothing of the impossibility of becoming acquainted with all the multitudes of organic things, living and extinct, it would be altogether unwise and unprofitable to attempt the study of more than a very limited number in schools of any grade designed for general education. The several departments of natural science,— the plants and animals, with their grand divisions, their classes and orders, and even their families, with their peculiarities of anatomy, physiology, embryology, and so on to the end of the list,— these all must be divided up and parceled out among the specialists, each one of whom pushes his knowledge to the very utmost limit in his own little sphere, without professing to know more than ordinarily well-informed people concerning matters that lie outside the subjects claiming and receiving his special attention. The knowledge of nature possessed by this generation is something to be proud of, but it is not measured by the information that is now, or could possibly be, in possession of any one individual, but is rather the sum of all that is known by all the special workers in science, where each one cultivates only a very small portion of the boundless field. Since the mastering of any considerable part of natural science transcends the powers of the most gifted individual, even when his life is devoted to the work, it must be plain that schools, with their limited time and courses, designed for general culture and information, must exercise some sort of selection as to what is most worthy to receive attention in the time allotted to scientific study. The great majority of mankind must always be content with knowing only a very few of the leading and more significant facts, and these, fortunately, may be ascertained from the careful study of a comparatively few well-selected forms.

This matter of selecting and presenting the important facts of natural science provides a very large place for books. These books will differ materially from the books of the past in many respects. They will not be the work of mere compilers, or of any "born text-book

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[illegible]otany, perhaps, than in anything else, and yet our school botanies
[illegible] largely in that they require only so much practical study of the
plant as is needed for classification. Indeed, nearly all our text-books
seem pervaded with the idea that the only purpose for which we study
organic things is to learn the names and systematic position of as
many species as possible, and teachers and pupils, acting upon the
suggestion of the books, have busied themselves in loading the mem-

ory with immense amounts of useless rubbish. In botany there is one good feature, as far as it goes, in the fact that the plant must actually be handled and some of its external characters studied in order to ascertain the name; in Zoology, according to the common plan, the case is very much worse. When *Tenney's Manual of Zoölogy* — a good enough book in its place — becomes the text-book, and the class is pushed through in a single term, as happens in some high schools, the work done is the very farthest possible from anything that would rank as scientific. For the most part there is no actual study of the animals described, nor can there be without an enormous museum; and not one in a hundred of all the species, whose names and characters are so laboriously learned and recited, would afterwards be recognized by any of the pupils. There was a time when naturalists directed their attention largely to making catalogue of species, but that was when natural science was in its infancy. At that time text-books could do no more than follow the direction in which nature was studied, but that is no reason why books and schools should forever continue the impossible and unprofitable work of converting pupils into living catalogues of the world's fauna and flora. The world is older now and knowledge is much more perfect; students of nature are catching glimpses of the real meaning of things; and schools, if they would keep abreast of the thought of their time, must abandon the conning of lists and prepare to grapple with facts and problems of grander significauce.

Permit me to present, by way of illustration only, a few samples of the material on which we may draw at will for a course of study in natural science.

The great tests of organization, that living things assimilate food and in the process bring about new chemical combinations, that they grow by what is known as intussusception, and that they reproduce their kind, may be verified by observations and experiments on all sorts of organic forms. At least the optical characters of the essential matter of life, protoplasm, may be made familiar. The pupil should see it under various conditions. The amœba, as it flows over the field of the microscope, will illustrate one of its simpler phases. Slightly modified forms will be seen in the higher protozoa. Take a few hairs from the young buds of the pumpkin or squash and the cells will be found to contain amœba-like protoplasm that creeps round and round, and back and forth, and over and under, in a manner that cannot but deeply impress even the dullest observer. In the

cells of chara we find the very same substance surging in perfect torrents, beating against the cell wall and finally sweeping away in magnificent curves when farther progress in a given direction becomes impossible. All through the spring and summer the eggs of pond snails are abundant. They are deposited on stems and leaves of submerged plants. They are themselves transparent, and are imbedded in a transparent, gelatinous matrix. The little masses are easily collected, and by observing them at different stages of development the pupil will soon see for himself that animal tissues arise from an aggregation of amœba-like cells, having all the appearance of simple protoplasm. Observations of this kind may be extended as far as you please, but it will not require many such to lead the observer to the very conclusion we wish him to reach, namely, that the physical basis of life is the same throughout all animated nature, and that, so far as composition of living parts is concerned, no distinction can be drawn between a plant and an animal. No lectures, however many or however brilliant, no recitations, however studiously prepared on the one hand or cleverly conducted on the other, would impress the great truth of the fundamental unity existing throughout the whole organic kingdom as deeply and permanently and thoroughly as a few well directed observations.

The observations from which we learned something of protoplasm should also give us a clear picture of an organic cell. Stripping it of all unessential parts we come at last to the amœba and conclude that the living cell necessarily consists only of living protoplasm. In many organisms that are made up of just one cell and in many cells that have been woven into organic tissues we find somewhere an aggregation of the protoplasm into a denser mass which shades off more or less abruptly into the ordinary cell contents. This is the nucleus, and from the fact that it is so universally present, it, at one time, entered into the naturalist's conception of a cell and a cell was defined as a mass of uncleated protoplasm. We often find something like a nucleus swept round with the current in the cells of chara. We find a denser spot as the center from which streams of protoplasm radiate and to which they return in the hairs of spiderwort. In some cells, as in the hairs of the sqaush, there even seems to be more than one center of activity, for there are a number of denser aggregations, and each one becomes the radiating or converging point for numerous living streams. But organic cells can be shown to exist almost everywhere in which the protoplasm is of uniform density, and only

a limited series of observations will be needed to convince the pupil that a nucleus has no necessary place in our ideal or typical cell. The protoplasm often weaves for itself a protective covering of some kind; and the earlier observers, attaching more importance to the dead case that was easily seen than to the living contents which were not so readily perceived, regarded the cell wall as essential, and gave us a definition of a cell that has suffered extensive modification at the hands of more recent and more accurate observers. The cell wall bears the same relation to the living protoplasm that the oyster shell bears to the living mollusk. Each is useful in the particular instance in which we find it, but neither is essential to our idea of the typical unit to which it belongs. A mollusk may be just as perfect as a mollusk can be without a shell, and the student will soon see no escape from the conclusion that a little mass of living protoplasm may make up the sum total of a perfect cell. The truth, that the cell is the unit out of which the organisms and organic tissues of every kind are constructed, will become apparent, even without formal statement, as observations of the kind suggested proceed. The fact that plants and animals cannot be distinguished on account of any motility in the one or fixedness in the other can be demonstrated in a few moments having the pupils take note of the wonderful movements displayed by bacteria, protococcus, diatoms and other active vegetable cells. Let the pupils study carefully some small, growing plant, observing under wise direction the roots and rootlets with their characteristic features; let them make cross and longitudinal sections of the stem and note the structure and arrangement of the cellular and vascular tissues; let the leaves be examined and their stomata, chlorophyl bearing cells and other structural characters be made out by actual observation; let a few of the more common modifications in the form and function of root, stem and leaf be noted; carry the work on as far as time will allow, following the development of leaf and flower and fruit, and your class will have such real, abiding knowledge, clearly and definitely impressed, as will make the subsequent private study of works on structural or systematic botany a profitable exercise.

In this age when the complex relations of organic things excite a profounder interest than ever before, when press and pulpit and rostrum unite in keeping the subject before the public attention, it would seem that some knowledge of the different types of structure among plants and animals might well become a part of the common

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great truth of the nce under the microscope, he will be prepared to
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well directed c nts, the gymnosperms, is set apart from all the rest of
The obser kingdom. And so with other groups; whenever pos-
should al actual observation determine the grounds of separation be-
all unes them.
the li Animals should be treated in the same way. An effort should be
man to impress a few definite images embodying the broad distinc-
the that set off the grand divisions one from the other. The struct-
g ural features of the protozoa will be clearly understood after a few ex-
amples have been studied. There are scores of species that can be
obtained readily enough, and any one of them will make it clear that
we must recognize a division of animals in which the cell and the in-
dividual are co-extensive. A few of the different species may be used
to show that, while among the more highly specialized forms the cell
undergoes wonderful modification, yet at the other extreme the indi-
vidual may be as perfect as can be and the cell retain its ideal sim-
plicity.

Fresh-water sponges are common enough, but they are difficult to study, and will hardly be made to enforce any facts of much significance in the time that can be given to them in a general school course. The fresh-water hydra, however, can be found in every neighborhood, and may be used to illustrate the plan of structure characterizing one

ost interesting divisions of the animal kingdom; it will also
e of the most interesting stages of development among
mals. The many-celled hydra stands very near the one-
, for the several cells show only the merest trace of a
e differentiated into tissues. To another class of
hydra is our only available type, we owe at once
reefs of our tropical seas, and the larger part of
lestone that take so important a part in con-
ations of this great Northwest. If the student
e plan of hydra, he will readily understand your de-
the modifications needed to produce such organisms as
d died in the Paleozoic seas, and bequeathed to us such wealth
fossil corals as now enrich the cabinet of every interested collector.

The plan of structure illustrated by the star-fish and sea urchin, will be omitted for want of specimens in which it can be studied; but the snail and fresh-water clam abound everywhere, affording excellent examples of the molluscan type, and the manner in which that type may be varied to suit the requirements of different classes. Mollusks are somewhat difficult to dissect, you will find, and pupils will probably require more help here than in any other part of the work, but after all the time needed to demonstrate the main outlines of the plan will be well spent. The alimentary and circulatory apparatus, with the arrangement of the principal nerves and nerve centers, should be made out if nothing more. In following the course herein briefly sketched, we reach, first of all, in the mollusk, and animal with blood and muscles and nerves, and other structural elements well differentiated, one from the other, and advantage may be taken of the opportunity to go over, as thoroughly as possible, the microscopic appearance of these several tissues.

The earth worm, cray-fish and grasshopper, are always available, and leave nothing to be desired in the way of material for demonstrating the essential structure of the articulate divisions. Huxley and Martin's *Elementary Biology*, and Huxley's recent contribution to the International Scientific Series, have lent the crayfish more than usual interest, and have made it possible for persons of little previous experience to follow out the details of anatomy, etc., of this much-studied crustacean. It may, therefore, receive more than the ordinary share of attention, and may be used as the means of giving experience in the careful, delicate, thorough-going methods, whereby ultimate results are reached in this department of science.

Then that great martyr to science, the frog, will suffer uncomplainingly for the purpose of exemplifying the vertebrate type and giving additional practice in the work of demonstrating essential and minor details. Huxley and Martin's Biology will give you all needed directions. Examples of the different vertebrate classes are easily procured and may be dissected far enough to make out the class distinctions without consuming very much time or requiring very expensive apparatus.

By pursuing some such course in some such way as herein suggested, our pupils will learn something of science; by following the only methods contemplated by some of our text-books, the pupils study nothing but literature, and a very worthless and inferior quality of literature at that. The foundations of scientific knowledge must be laid in real, solid, substantial facts. To lay such foundations there is but one way, and that is to follow the counsel of the President of this association, and "have pupils study things and not the mere symbols and semblances of things."

ON TEACHERS' LIBRARIES.

(A Paper by Supt. D. D. PARSONS, read before the Convention of the County and City Superintendents, at Madison, July 7, 1880.)

The Teachers' Library, in Richland county, was organized in 1877, with a total membership of 53, and now we have 220 members. We commenced with 72 volumes, and we now have 328 volumes. It was commenced as a Teachers' Library, but now it is one for the people in general.

BOOKS.

We have excellent works for teachers — such authors as Wickersham, Phelps, Holbrook, Northend, Page, Hart and others. We now have the biography of many noted persons of all ages, among whom we mention Jay, Hamilton, Jackson, Boone, Lincoln, Patrick Henry, Jefferson, Washington, Bonaparte, Cortez, King Phillip, Pestalozzi, and Arnold, and many of the rulers of Great Britain, France, and other countries. We have all of Abbot's histories, Rollins' ancient history, Agnes Strickland's histories, histories of many of the States, of the United States, and of other countries and places. We have a variety of books of travel, and books on miscellaneous subjects, among which we mention the following: Advice to Young Men, Advice to

Young Women, Wonders of the Arctic World, Shakespeare's works in separate volumes, by Rolfe, Chamber's English Literature, Ancient America, Science Primers, Mound Builder, Home Influences, How to Educate Yourself, Cook's Voyages, Grecian Mythology, Half Hours with the Telescope, all of Matthew's works, Wonders of the Deep, and many others.

HOW OBTAINED.

Books are obtained through the membership fee of one dollar, the the yearly dues of twenty-five cents from each member, through donations from those having suitable books, and from entertainments.

LOCATION OF BOOKS.

At first the books were located at five different points in the county, but as other points desired books, the constitution was so changed that any point furnishing five members, might have a portion of the books. At the present time the books are located within the reach of all of the people of the county. We now have the books located at sixteen points, those points being near the postoffices.

CIRCULATION OF THE BOOKS.

The books are circulated every six months by the Superintendent. The circulation of the library is the only real obstacle to the complete success of the scheme. If it is the duty of the Superintendent to circulate the books, it greatly increases the work and expense. I have given the subject much thought, and have arrived at no satisfactory solution of the problem.

PROSPECTS.

The prospect is that our library will more than double during the coming year. People are becoming very much interested in it, and new members are obtained without an effort. There are still some that are afraid to venture for fear somebody is going to make something out of it. The books are well read, well cared for, and are furnishing an immense amount of reading matter to those that have but little, and are not capable of getting much.

CONCLUSION.

We believe the scheme to be practical and beneficial, and nothing that has been done in the county has effected so much good for the cause of education as our library; and the only complaint in the county is, "We have not books enough."

SCHOOL RECORDS AND PROGRAMME.

(Paper read before the Convention of County and City Superintendents, at Madison, July 7, 1880, by Supt. JAMES T. LUNN.)

A rambler through most establishments, manufacturing, commercial, financial, or official, usually sees in some nook or corner of each a person, with pen in hand, busily engaged on paper, blank or book, in tabulating, summarizing, or recording its various business transactions. So certainly is he a part of each establishment, and we so accustomed to his presence there, that we seldom or never ask whether his work is necessary or useful, or merely perfunctory and worthless. Should we so ask, most replies would import that his work was of prime importance to his firm; the very keystone of its arch of business, which from all points here centers its debits and its credits, enabling a balance to be struck, which shows how the firm stands with the world, and whether doing a thriving or a losing work, or on what transactions it has gained and on what it has lost.

Should we say we know a person who carries on a large and complex trade in which he has grown rich without any of this bother and cost of book-keeping, and if he could do so, why could not all others, it might lead to a discussion whose inevitable outcome will be that this individual, or his business, is a phenomenal one, or a freak of chance, as he has nothing more to prove that he is doing a sound business, than others have to prove that his success is illusory and must some day collapse like an empty bubble; and that, should he abscond or die, no other person could step in and take up the mysterious threads of his affairs, and continue or close out the business with any certainty of equitable adjustment. And the more ignorant or inexperienced this successor is, the more will he lament the absence of records, and the more complete will be his failure properly to discharge his trust.

And teaching, like manufacturing, should be a *busy*-ness, and in country schools those who transact it claim to be doing a flourishing trade, and tell wonderful tales of how well they and their pupils progress; and that, too, with very little if any book-keeping in it. After a time, these marvels of success, in a business not kept track of in black and white, usually abscond or, seldom, die — and then?

A successor, usually inexperienced or ignorant, or both, steps in and continues this teaching business without any of the apparent

trials and tribulations, fears and disappointments of his like successor in trade. Why this difference? Is teaching a phenomenal business in which successors have no want of antecedent records, being so intuitively endowed that they can take up the mingled threads dropped by another, and continue them without a break or a fault, a heart ache or complaint? We answer, it is teaching which is phenomenal as a business:

I. In not having to account for the dollars and cents put into it, as other occupations have to account, annually.

II. Not having to account for the materials (pupils) put into it, nor for its progress at certain times.

III. Not having to account for the time put into it.

And the reason the successor of the non-bookkeeping teacher feels so few of the perplexities and responsibilities, experienced by his like successor, the non-bookkeeping tradesman, lies largely in the facts that—

I. Much recording is not usual, and therefore not *weighed*, in teaching.

II. Few will voluntarily keep detailed records, and these few do so for their own private use and satisfaction.

III. Having no chain of record to continue, the teacher need refer to none for guidance, nor make any for his successor's guidance, thereby escaping criticism and responsibility.

IV. The inexperience, ignorance, or inefficiency, of most country teachers shields them somewhat from blame, but far more from shame, for the muddled condition of their schools, which better records might alleviate.

V. Lastly, but not leastly, his legal superiors, not having supplied him with proper blanks to fill, are the culpable parties in this affair, who should shield the teacher, and assume this criminal negligence to promote the economy of our schools.

Probably no other industry can be cited, whose technical management, under little more than nominal supervision and control, is in the hands of so youthful a class as teaching. Here, in our state of Wisconsin alone, at an annual cost of nearly a million dollars, is an army of seven thousand country school teachers, most of whom jump at once from an unobserving subordinate to the rank of independent school keeper. These teachers, while taking a creditable international pride in the individual school in which each is for the time being at work, are quite indifferent to education as a grand ag-

gregate in other schools, or in their own, under preceding or succeeding teachers; but each for himself pursues a checkered course, determined by his own sweet will and whim, and the sum total of all their teaching is not the educational *system* of Wisconsin, but rather its educational hodge podge.

In turn, each of these wayward ramblers succeeds another, and "Old Probabilities" himself would hardly venture the prediction that their paths would coincide; so that to those in authority, and to others deeply interested in the educational welfare of our state, comes the question, Can the ark of our educational covenant be steadied, or is continual wavering its normal law?

In pursuance of our preliminary illustration of the prevalence and utility of book-keeping in other avocations, it is suggested that a lamp to the eyes of the inexperienced, a spur to inefficiency, and a guide to the wandering, is likely to be found in better book-keeping, or records for country schools.

One such record, not so much by these teachers as for them, is the Course of Study for Country Schools. Some may think it far fetched to include this "Course" in the topic "Records," but surely in it our educational veterans have recorded their advice as to what the country teacher should do, and the order and manner of its doing. It is the very first record that is to permeate every nook and section of our broad state, fom the Mississippi to the Great Lake, the prairies of the south to the piney forests of the north; the first recorded attempt to unify and to make stable the procedure of these schools; the first real helping hand reaching down to every pupil of every class and school through all the days, and terms, and years, to shield helpless children from the vagaries of their instructors. That it has so far done so much less to remedy the defects of those into whose hands it was placed than many of its enthusiastic seconds (not originators) promised, may or may not inhere in any course, of itself.

Frequent questioning has elicited from teachers a desire that if this Course is to be permanently imposed on them, and they to be held to account for deviating therefrom, it should be extensively detailed, so as to constitute a sufficient and reliable guide, instead of being a glittering generalization as now; being as though a blind horse were to keep within a narrow and crooked lane, having once in a while a panel of fence to five to ten times that length of gaps. These gaps need filling, so that the directory may be continuous and helpful, and not intermittent and misleading.

If a course of study is to be maintained, let it be worthy of its promoters, helpful to its beneficiaries, and equal to its grand mission, for surely it is no small or laughing matter to aid thousands of schools with their present and future tens of thousands of teachers, and millions of pupils.

To clinch observance of this course, certain auxiliary records are imperatively necessary. As near as possible, pupils should be enrolled by forms, classed and examined by forms, and standing recorded as a basis of promotion from a form. Such record would bar partiality and importunity, stimulate scholarship, guide successor, and be of interest to board and district, teachers and superintendent. Another needed record is one of the work or progress of each class in the Course, so arranged as to show the work of each and every pupil of the school. This can easily be secured by an annex to the ordinary programme, which, with this "Progress," should be permanently recorded.

We here omit much that might be said relative to programmes, to say that the ordinary programme is not a helpful reference, as it can be made to the Course or text-book. It is not so much a matter of importance as of convenience at what time of day a given branch recites, or whether before or after a certain other branch; but it is a good thing to know who was in each class, and what each class and pupil did. To aid in this, the Course should be sectioned and numbered, or lettered, to admit of ready reference. I wish to be put on record as favoring a *study* as well as recitation programme, as promotive of industry and directive of work. Though most have heard of it, yet few teachers practice so apportioning pupils' time as to provide a fair quota of time for study of each lesson, and none whatever for loafing or mischief.

It is but natural that such records by the most successful teachers in a given school would be most consulted, criticised, and copied by their less able brethren, and good thus incidentally follows.

The names, ages, studies, and attendance of pupils are matters of usual record. We object to their being the only matters of record, and to their taking so much space in an ordinary register as to exclude everything else.

In a pocket note book a teacher will keep these items, which, when transferred, are spread across a register of sixteen to thirty inches wide; and, with daily entry, monthly summary, and term and class recapitulating, and a variety of see-sawing, contrive to fill out a large area of paper, more to the profit of the book maker than to to that of the teacher or the school.

Some publish a series of school records, as daily register, ledger, class-book, etc. To these we object as multiplying cost for the publisher's profit, and causing an unnecessary amount of duplicate writing for the teacher. At the commencement of the term, the teacher is obliged to use the register for enrollment, and the others are usually overlooked for some time. If possible, this register which the teacher has to use from the first to the last day of each term, should so condense and combine all that the other books contain as to thrust them onto the teacher's attention and compel him to record his own doings without allowing a chance of excuse for neglect. The left hand page of a fair sized register is ample for enrollment, ages, attendance, punctuality, and deportment, if concisely expressed; reserving each right hand page for classification, standing, programme, and class work.

The question naturally arises, what authority is there to enforce purchase and use of suitable blank books for school records. The reply is, that if the state superintendent has no authority over any other work, Bible, class or reference book, in the state of Wisconsin, he at least seems to be complete autocrat in the matter of school registers; for sec. 446, School Code, provides that the clerk shall "furnish, at the expense of the district, for the use of each teacher, a school register in the form prescribed by the state superintendent;" and sec. 460 continues, in substance, as follows: "Every teacher shall register the names, ages, studies, attendance, and absence of scholars, and such other facts as the state or county superintendent may require, and any teacher who shall willfully refuse or neglect to make the proper entries shall forfeit his wages during the time of such neglect or refusal."

Form 25 of the Code gives, and thereby sanctions, the crudest and most rudimentary form of register, whose duplicate is to be seen in most of our schools; and so long as nothing better is asked, nothing better will be supplied. County superintendents can supplement such registers by calling for special reports, under authority of sec. 460, quoted above, and should do so.

THE school boards in England do some queer things. One of them expelled a girl from school because her parents would not allow her to take part in sweeping the school room. The father of a pupil in Canterbury Road Board School was fined for not sending him on the closing day, June 16th.

PRIMARY INSTRUCTION.

PRIMARY SCHOOL OCCUPATIONS.

CARD PICTURES.

ing exercises. Instead of pasting the pictures ts of card-board. The children will furnish r old boxes or covers.

es, and let each pupil write on his slate seen in the picture. At the first trial he will agon' without any thought of the wheels, the , etc.; or 'boy,' without mentioning the parts of the icles of dress seen in the picture.

te upon the board all the different words found, and assign them r a spelling-lesson. If the pictures are of ordinary home scenes, you will probably get more words of daily use than in a fortnight's use of the spelling book.

The card-pictures furnish another exercise valuable as an introduction to composition-writing. Let each pupil write upon his slate the story of what he sees in the picture. The teacher may ask a few questions by way of suggestion.

Suppose that the picture is of a boy fishing. Why did this boy go fishing? Has he been fishing all day? Is he having a good time? The children will give very different accounts of the same picture. One says, "This boy helped his mother all the morning, and now he is enjoying his holiday; he looks very happy." Another says: "This boy has played truant. He thought it would be fine fun to go fishing instead of going to school, but he isn't having a good time. He feels guilty, you can see it in his face."

Closely connected with these are dissected maps and pictures. One old geography, or an old railroad-guide, will furnish a number of maps, to be pasted upon card-board and cut in variously shaped bits. Pictures may be used in the same way.

THE BATTLE OF WORDS.

This will furnish a means of employment for several at the same time. It consists of a box of letters, bought for a small sum or easily made. Many sets of vowels are required.

The teacher may give the letters of a certain word for a pupil to find the word. Or give a number of letters for the pupil to form into as many words as possible, writing each upon the slate when found, and using the letters again in different combinations. The children will enjoy making over the spelling-lesson, if they "play make a speller for other little children."

COLOR-LESSONS.

Colored cards, bits of silk, or cards wound with worsted, will furnish the necessary material.

Give a card to a pupil and let him write upon his slate a list of articles of the same color. Correct the list, and then teach the color given him. Review and drill.

Give the various reds to be arranged upon the desk, with the "reddest red" in the center, the darker reds on the right, the lighter on the left. Then teach 'standard red,' 'shade,' 'tint.' Proceed thus with the various colors.

Let the pupils select, two by two, those colors that look well together. Teach thus the harmonies of color.

The object of such lessons is evident,— to give a knowledge of color and its harmonies, and to cultivate the taste. Such lessons may also aid in relieving color-blindness.— *Primary Teacher.*

THE GEOGRAPHY CLASS.

Two leaders are chosen, who each select in turn until all the players are taken, and are formed in two lines facing each other, a chair for each being placed behind him. The leader on the one side calls out some letter, and says, "Sea," or mentions some other body of water. The leader on the other side immediately names one beginning with the letter, and each one on his side gives one in rapid succession. If there is a pause, the leader of side No. 1 counts ten rapidly, and calls "Next;" the player who stands next, answers, and the one who missed takes his seat. If a mistake is made by giving a wrong name to the piece of water called for, as by calling a river by the name of a sea or isthmus, or by giving the wrong letter as its first one, and it is not corrected by some member of the same side, before the leader of the opposite side calls out "Miss," then all of side No. 2 must take their seats, which counts two for side No. 1.

The leader of side No. 2 requests all his side to again stand in line, with the exception of those who missed, and calls out some piece of land, as mountain, State, county, etc., and a letter, which the opposite side answer in the same way, and if every one succeeds in answering to the call, and each one gives a correct reply without mistake, they score three for their own side. The game is won by the side that first scores ten; and as all who have missed must keep their seats until the end of the play, they have abundant opportunity for laughing at the mistakes which are made by their friends. If it should happen that the leader of one side has no one to call upon to stand in line, he is obliged to answer alone; and if he also fails, the victory belongs to the other, even if they have not scored ten.

Another game of geography is played by each person taking pencil and paper, and in a given time—say, five minutes—writing as many geographical names, beginning with a certain letter, as he can remember. When "time" is called, a player reads his list, and any name that he has, and the others have not, counts as many for him as there are players besides himself. Each then reads his list in turn, and the one who scores the greatest number, when all have read, wins the game. If, during the reading, any name is challenged, and the writer is unable to describe it if it be a river, sea, bay, etc., or locate it if it is a city, town, or cape, every other player counts one.—*Harper's Young People.*

THE POWER OF KINDNESS.—Kind words and tones, possessed by the teacher, would banish from the class-room all manifestations of impatience, anger, and obstinacy of the pupils, require no necessity for the hardening habit of scolding, and rise above the use of petty and degrading methods of punishment which rouse the worst passions, while failing to secure obedience or to subdue the will. There would certainly be an end of that unworthy habit of applying opprobrious epithets to dull and disorderly pupils, who, if they dared, would resent the insult with a blow.

Teachers do not sufficiently estimate the power of kindness in their daily discharge of duty. In any walk of life that person whose kind words 'have darted hope into the soul,' and whose pure mind, 'like heaven, is pleased in doing good,' who, when the sorrowing, 'poor need help, denies them nothing but his name,' is a stranger to conflict, and rises above the 'ills that flesh is heir to';—beneath the cares of earth he does not bow, but ever wanders on with heavenward brow.—*Eclectic Teacher.*

PICTURES.—Greater use of pictures from books, and other available sources, to convey information to young minds in some such way as this, needs more consideration from our educational thinkers. In a recent review of South America in my class, I have no doubt that the boys carried away more information from the pictures they saw in five minutes, in the splendid volumes of *Paul Marcoy's Travels*, than from three hours' study of *Warren's Geography*. And what helps to fix the Revolutionary War more permanently in a boy's mind than to visit the Old South or Independence Hall? At the same time it must be remembered that entertainments, picture-gazing, and sight-seeing do not constitute the whole of education. Unlike hard study, these things fail to develop the powers of the mind and strengthen the memory. Like sweet meats and pastry, they must be taken with proper moderation.—*Nat. Jour. Ed.*

SELECTED.

SPELLING.

I transcribe on paper or tablet the pictures of words that I have in my brain. This is the process of spelling, and needs not the slightest qualification or explanation to make itself clear to any one who will think of exactly what they would do when they write a word. If we misspell a word, our brain-picture of it is defective; when we *think* it wrong, we are comparing the written form with a brain-form. Our attention to this form brings it more distinctly into the consciousness, and the mistake is seen and corrected.

Words oftentimes come into the brain as combinations of sounds (names of letters), which must be translated into forms before they can be written. If this has not been done previous to the act of writing, a double and difficult process takes place, which, together with the absorbing thought of composition, renders such translations imperfect. Thus many persons who spell exceedingly well orally, make many mistakes in writing. A teacher took three prizes at spelling-schools, and made five mistakes in spelling in a short note to a school committee!

The foundation of spelling should be, then, the reception in the brain of forms, not sounds. The most favorable conditions for the mind's perception and retention of correct word-forms, when ascer-

tained, will give us the best possible method of teaching spelling. First, then, the closest attention to a form to be retained is brought about by the most energetic exercise of the sense of sight upon that form. The closest attention to a form is attained by attempting to draw it. The closest attention to a word that can be given, is to draw it,— that is, to copy it in writing.

All primary study of spelling should be by copying words. Let me repeat: as drawing is the best method of training sight, so drawing words is the most economical and practical method of teaching spelling. Trained sight will take in a word-form at one seeing, so that it can be correctly reproduced with great ease.

Two more very important principles, and I will give the details of a natural method. The forced attempt to reproduce or express that which is vague and indistinct in the mind, is detrimental. Original mental representations or pictures are the results of repeated action of the perceptive faculties upon the same objects. They grow into distinctness very slowly indeed; thus the little child must hear the same word hundreds, perhaps thousands, of times before it attempts to utter it. There comes a time, however, when the accretions of impressions of the same spoken word, by its own vividness, force the child to utter it,— the first word.

In like manner the word-form, slowly produced by close seeing (writing), should not be reproduced until it is distinct in the mind. The child should be prevented, so far as possible, from seeing or even reproducing incorrect forms, for they stamp themselves as readily upon the mind as correct forms, and will turn up on paper as unwelcome intruders. The same is true of all forms and expressions,— capitals, punctuation, and syntax. The details of the method, founded upon these principles, which I have endeavored to follow for several years,— and I think with excellent results,— are as follows:

1. The first year (lowest primary) should be spent in copying words, with little or no reproduction without copy. Language consists of reading (recalling ideas), and composition (expressing them). Reading and composition should be taught together as two branches of language. Every word and every sentence taught should be copied from the blackboard on the slate, and then read from the slate. No matter how crude and awkward the first copyings are, they should be commended, and the writer encouraged. They are types of the child's crude percepts. Perseverance will soon bring order out of seeming chaos. The better the picture of the word the child makes, the more

distinct will the impression be upon the mind; therefore, technical writing should be taught from the first. The writing of words and sentences helps reading essentially, and if it were done for no other purpose, the time would be well spent,— time which would otherwise be given to listlessness or tiresome idleness.

2. At the end of first year, quite a number of distinct mental word-pictures will be stored in the mind, ready for reproduction. Begin carefully; after a word has been copied from the board, erase it, and have it reproduced without copy. Do the same with two words, then three, and so on. Write a sentence, erase part of it,— and then cause the whole to he written. *Never have one word written incorrectly*, if you can possibly avoid it.

3. Teach those words only which your pupils use in language. This rule holds good throughout the course. By language I mean words used in any and all recitations. When a word is misspelled, have it correctly immediately. Keep a list of misspelled words, and teach no other words until they are *learned.*

4. Teach the most-used words first,— words like *is*, *are*, *were*, *was*, *been*, *shall*, *will*, *they*, *there*, *their*, *which, whose*, etc.

5. Teach words separately, and in sentences. The best test of spelling is writing from dictation.

6. No word should be taught until it is the sign of a distinct idea in the mind of the learner. The first year, the child should be trained to express thought orally; the second year, to talk with the pencil, which involves the reproduction continually of words which he knows. The spelling is made a minor branch of language-teaching, taking very little extra time.

7. During the third year, oral spelling can be introduced as a valuable auxiliary. It will be found in the third year, if this method has been faithfully followed, that children will write correctly most new words after reading them *once;* this is a trained product of trained sight.

8. All study of spelling should be by copying words and sentences in the best possible hand-writing. The copied words should be marked and corrected just as carefully as any other lesson.—Supt. F. W. PARKER, *of Quincy, in The Primary Teacher.*

THE work on blackboards should be erased as little as possible while the school is in session. The breathing of the chalk dust, filling the room from the boards, is said to be a most active excitant of bronchia and pulmonary affections.

PRACTICAL COMPOSITION.

SPECIAL DIRECTIONS FOR PUPILS.

1. Avoid "fine writing."
2. Never use two words where one will express your meaning.
3. Avoid long and complicated sentences.
4. Divide into paragraphs, and punctuate as you write.
5. In correcting your first rough draft, observe the following order:

a. Cross out any *adjective*, or other words that can be spared.

b. Interline any omitted words, or transpose any words, phrases, or clauses to a better position in the sentence.

c. Substitute more exact words whenever, by so doing, you can make the sentence clearer.

d. Go over your composition very carefully, with reference to 1, spelling; 2, capitals; 3, punctuation; 4, grammatical correctness; 5, dot your *i's*, and cross your *t's*.

GENERAL PRINCIPLES OF SENTENCE-MAKING.

1. Every sentence must be complete. It must contain at least one principal subject, and one principal predicate, each of which must be either expressed or clearly implied.

2. Explanatory words, phrases, or clauses, must be connected as closely as possible to the words which they explain or modify.

3. In simple sentences, be careful about the position of words and phrases; in complex sentences, about the position of clauses, and the use of connectives; and in compound sentences, about the use of conjunctions of the *and* type.

4. When there are several adverbial phrases or clauses in a sentence, they should be distributed over the sentence, instead of being crowded together near the close.

5. Avoid writing long complex or compound sentences. It is better for beginners to write short sentences.

6. Use only words whose meaning you fully comprehend.

7. Express simple ideas in plain words.

8. Avoid the use of high-sounding adjectives, and high-flown language.

9. Use only words enough clearly to express your meaning.

THE PARAGRAPH.

A paragraph is a closely connected series of sentence relating to the

same subject, or to some particular part of a subject. Sentences are built up of words, phrases, and clauses; composition consists of a succession of connected paragraphs.

The art of dividing a piece of composition into paragraphs is best learned by noticing carefully the paragraphing in your readers, histories, or other books; but the following directions may be of use to beginners.

1. In general, make a new paragraph whenever you make a new turn of thought.

2. Denote a new paragraph by beginning the sentence a short space to the right of the left hand margin.

3. The sentences included in one paragraph should all relate to the same division of the subject.

4. The line of thought should be continued between paragraphs, if necessary, by some such connectives as *and*, *but*, *moreover*, *however*, *thus*, *at the same time*, etc.—JOHN SWEET, *San Francisco.*

MANNER OF QUESTIONING.

Many teachers are not able to question a class so as to lead to a desired conclusion, because they attempt it in a haphazard way, without any definite plan, and are driven here and there by the answers given. The chances are that such questioning will not be satisfactory to pupils or teachers; and in a little time they will get back to the old way of simply telling a class what they wish them to know, without any attempt at development work. The following general directions for questioning may be of advantage to those who have not been successful in developing new principles from a class, by questioning:

1. Questions should be logical; that is, in a series of questions the first should begin with something the pupils already know, and each should be based on the answer of the preceding. These questions should be simple; put in language adapted to the capacity of the class; as brief as possible, and be clear and to the point; definite; and complete in themselves.

2. As far as possible avoid direct questions, as in them the thinking is done by the one who asks the question, instead of by those who answer. Avoid questions which permit monosyllabic answers, and particularly shun those in which a choice between two or more answers is offered.

3. If possible, use the answer that the class gives, although it may

not be the one you expected or wished. If it contains the thought, do not insist on any particular form of expression.

4. The question should not in any way indicate the answer. This may be implied by giving a word, words or idea, of the answer in the question; by emphasis, expression of countenance, tone of voice, or inflection; and by putting the opposite idea in the question, thus indicating the answer.

5. Avoid using a set form of question, as the children will soon see that your questioning is merely a machine process, and will immediately lose interest in what you are trying to do.

6. If the class cannot answer a question you ask, do not repeat the question, but put it in some other form, as the probability is they do not understand it, and a repetition would be useless.

7. In questioning for new work, be careful not to use too general or indefinite questions, as they always bewilder. Such questions are allowable only in review, and when you wish a pupil to tell you all he knows about a subject.

8. Ask your questions a part of the time of the whole class, but many of them of individuals, so that by a mixture of the two methods you may keep all interested, and make all feel that they are responsible, and that each one is liable to be called upon at any moment for an answer. This obliges all to follow the questioning constantly.

9. Do not take time to question for a name or term, but as soon as you see the class have the idea, if none of them happen to know the name or term you wish, give it at once. Be careful in using illustrations, that they be natural and consistent. We remember a teacher who obtained from his class, by questioning, an idea of pitch in music, and when no one gave the name pitch, with the insane idea that he must develop everything, went on as follows: Q. What do you call the sticky substance you find on the end of a newly cut pine log? A. Pitch. Q. Then what can we call this in music? A. Pitch.

10. Finally, ask your questions rapidly, as soon as the answers are given, so that there may be no letting down of interest in the class; for if this is broken up by any hesitancy on the part of the teacher in asking the questions, it will be a hard matter to awaken it again. The minds of children act much more rapidly than we generally suppose, and they are quich to see a thing, if it is skillfully put. To those who are not accustomed to bring out new work by questioning, we would say, do not be discouraged by your want of success at first,

as the advantage skillful questioning will be to you, will repay you for all your thought and labor in acquiring this power.—*Exchange.*

SHORT ARTICLES.

POETRY AND PUBLIC SCHOOLS. — Perhaps it will be thought that there is not much in common between these.

A great deal has been said against teaching religion and reading the Bible in schools; and it is even thought that morals and manners belong mostly to home training; but who has ever heard anything said against teaching poetry in schools? The question, What is poetry? was given to a class. Most of the definitions were, "A metrical composition," or something of that kind.

Now, a very sweet and gentle English writer and poet has said, "Poetry, next to religion, is the most divine principle on earth, and its object is to stimulate virtue, abash vice, raise the humble, abase the proud, call forth all the most splendid qualities of the soul, and pour love like a river over the world."

It would seem these are not unfit objects to be taught in all schools. It is said that much that distinguishes the training of West Point from other schools are the self-respect and attention to the courtesies of life there taught.

By some the amenities of life are beginning to be considered a part of our civilization, and certainly may belong to our education, including all the gentle courtesies that may so sweetly go hand in hand with science and mathematics, reading and spelling.

There is not much poetry in listening to a boy with his back towards you, reading in an indistinct manner; but when the same boy faces you with a sparkle in his eye, because he knows you are listening to hear him read well, there you have poetry. There is not much poetry in sarcasm, but a great deal in sympathy. When every eye is brightened because you are in full sympathy with the little learners, there you have it. All along the rough pathway of the teacher or parent, there are glimpses and snatches of true poetry.—*Iowa County Democrat.*

SCHOOL COMMITTEES would summarily dismiss the teacher who should have the good sense and courage to spend three days of each week, with her pupils, in the fields and woods, teaching them the

names, peculiarities, and uses of rocks, trees, plants, and flowers, and the beautiful story of the animals, birds, and insects, which fill the world with life and beauty. They will applaud her for continuing to perpetrate that undefended and indefensible outrage upon the laws of physical and intellectual life, which keeps a little child sitting in silence, in a vain attempt to hold his mind to the words of a printed page for six hours in a day. Herod was merciful, for he finished his slaughter of the innocents in a day; but this practice kills by the savagery of slow torture. And what is the child directed to study. Besides the mass of words and sentences which he is compelled to memorize, not one syllable of which he understands, at eight or ten years of age he is set to work on English Grammar — one of the most complex, intricate, and metaphysical of studies, requiring a mind of much muscle and discipline to master it. Thus are squandered — nay, far worse than squandered — those thrice precious years, when the child is all ear and eye, when its eager spirit, with insatiable curiosity, hungers and thirsts to know the what and the why of the world and its wonderful furniture. We silence its sweet clamor, by cramming its hungry mind with words, words — empty, meaningless words. It asks for bread, and we give it a stone. It is to me a perpetual wonder that any child's love of knowledge survives the outrages of the schoolhouse. It would be foreign from my present purpose to consider farther the subject of primary education — but it is worthy your profoundest thought, for "out of it are the issues of life." That man will be a benefactor of his race, who shall teach us how to manage rightly the first years of a child's education.— GEN. GARFIELD.

PREPARED.— The boys of the present day do not see as much whipping in school, as a punishment, as the lads of olden time. There are some good stories told upon this subject. One paper tells of a boy who strapped a china plate upon his back in view of expected blows, and when the cane came down a loud crash was heard, and the young rascal pretended that his backbone was broken, much to his teacher's distress. Another instance is told of a minister's son, who was told to "prepare for a severe whipping." When the appointed time came, the doctor was on hand, very much more affected, apparently, than the young irrepressible. After a solemn discourse in a most melting tone of voice, the doctor drew his rattan, and laid it with considerable unction upon the boy's shoulders, but with no effect. "Take off your vest, sir!" shouted the doctor. Off went the vest, but there was

another under it. "Off with the other!" and then, to the astonishment of the administrator of justice, he exposed a dried codfish, defending the back of the culprit like a shield, while below, there was evidently stretching over the exposed portions of the body, a stout leather apron. "What does this mean?" said the doctor. "Why," said the great rogue, in a particularly humble and persuasive tone, "you told me, doctor, to prepare myself for punishment, and I have done the best I could!"

MORAL TRAINING OF CHILDREN.—A most essential part of a child's moral training is the cultivation of right motives. To present a child no higher motives for doing right than the hope of securing some pleasant reward, or the fear of suffering some terrible punishment, is the surest way to make of him a supremely selfish man, with no higher aim than to secure good to himself, no matter what may become of other people. And if he can convince himself that the pleasure he will secure by the commission of a certain act will more than counterbalance the probable risk of suffering, he will not hesitate to commit it, leaving wholly out of the consideration the question, is it right? or noble? or pure? A love of right for its own sake is the only solid basis upon which to build a moral character. Children should not be taught to do right in order to avoid a whipping, or imprisonment in a dark closet,—a horrid kind of punishment sometimes resorted to,—or even to escape "the lake of fire and brimstone." Neither should they be constantly coaxed to right-doing by promised rewards—a new toy, a book, an excursion, nor even the pleasures of Heaven. All of these incentives are selfish, and invariably narrow the character and belittle life when made the chief motives of action.

But rather begin at the earliest possible moment to instill into the child's mind a love for right, and truth, and purity, and virtue, and an abhorrence for their contraries; then will he have a worthy principle by which to square his life; then will he be safe from the assaults of passion, of vice, of lust. A mind so trained stands upon an eminence from which all evil men and devils combined cannot displace it, so long as it adheres to its noble principles.—*Plain facts for Old and Young.*

WHAT TO TEACH BOYS.—A philosopher has said that true education for boys is to teach them what they ought to know when they become men. What is it they ought to know then?

1. To be true; to be genuine. No education is worth anything that does not include this. A man might better not know how to read, he might better never learn a letter of the alphabet, and be true and genuine in thought and action, rather than being learned in all the sciences and all the languages, to be at the same time false in heart and counterfeit in life. Above all things, teach the boys that truth is more than riches, more than culture, more than earthly power or position.

2. To be pure in thought, language, and life; pure in mind and body. An impure man, young or old, poisoning the society where he moves with smutty stories and impure examples, is a moral ulcer, a plague spot, a leper who ought to be treated as were the lepers of old, who were banished from society, and compelled to cry "unclean" as a warning to others to avoid the pestilence.

3. To be unselfish; to care for the feelings and comfort of others; to be polite; to be generous, noble, manly. This will include a genuine reverence for the aged and for things sacred.

4. To be self-reliant and self-helpful, even from early childhood; to be industrious always, and self-supporting at the earliest possible age. Teach them that all honest work is honorable, and that an idle, useless life of dependence on others is disgraceful.

When a boy has learned these four things, when he has made these ideas a part of his being, however young he may be, however poor, or however rich, he has learned some of the most important things he ought to know when he becomes a man. With these four properly mastered, it will be easy to find all the rest. — *Sel.*

THE SECRETS OF TEACHING. — Young teachers often ask for the secrets of teaching, for the names of books, and for rules which will enable an inexperienced person, or an ordinary intellect, to do the work of an experienced teacher. Many seem to think that all educational wisdom is locked up in a closet, and that all that is needful is to obtain the key that unlocks it. That key has never been found. The secrets of teaching have never been concentrated so that they can be imparted in a few rules, nor has that book ever been published which is to guide the inexperienced in the great work of education, as travelers are guided by maps. In order to teach successfully, one needs inborn gifts, education, and experience. The requirements cannot be compressed into little pills, and sold for so much a dose. — *Educational Weekly.*

MAKE THE SCHOOL PLEASANT.—The teacher should be the friend of the scholar; his companion; his guide. Did you ever stop to reflect that the child is an imitative being, that he is all the time imitating you, and that, therefore, you should be constantly on the very best conduct and behavior? Let your example be in every respect worthy of imitation. Everything that is beautiful should be presented to the child in the school-house. There should be nothing in the school-house harsh or discordant from the commencement of the session to its close. It is your duty to make education agreeable. It is no use talking all the time about duty. Make whatever you teach interesting, and then you cannot keep a child from learning. I do not know any duty more important for teachers than that of making the school pleasant.—*Ex-Gov. Thos. A. Hendricks, Indiana.*

BE PREPARED.—Before attempting to teach a lesson on any subject, get fast hold of it yourself; make yourself thoroughly acquainted with it in all its parts. It will then be easy for you to find out with a mass of children how much about it has already developed itself in them; what requires to be stimulated; what to be correctly communicated. The answers to your questions may be unsatisfactory, they may wander wide of the mark; but if you take care that your counter questions shall draw their thoughts and senses inward again; if you do not allow yourself to be driven from your own position; the children will at last reflect, comprehend, learn, and the subject will be presented to them in the light in which you wished them to see it. Never allow yourself to be run away with from a subject. Be sure that you know how to keep fast to the point with which you are engaged.

"YOU may succeed in life without learning anything about the subject," said a teacher to a careless pupil, "but you can never accomplish anything useful without a habit of diligence." What branches the pupil is studying, is of less importance than the manner in which he pursues them. It is well to have the instruction in our schools as "practical," as closely connected with the activities of life as possible; but any course of study, faithfully followed, will tend to form two habits more important in a citizen, obedience to law and diligence in business. Of him who wanders aimlessly among elective studies it may truly be said, "Unstable as water, thou shalt not excel."

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

MISCELLANEOUS.

Q. We elected a treasurer July 12. He failed to file an approved bond within the ten days. On the 26th, at an adjourned district meeting, another treasurer was elected. Was that legal, or is the office still vacant, and to be filled by the town clerk?

A. The power of a district to elect continues, by adjournment, ten days after the annual meeting. The person elected on the 12th having vacated the office by not complying with the law as to bond, it then became the province of the board to appoint a treasurer, any time during the next ten days. The election by the district, fourteen days after the annual meeting, was null and void. The office is vacant, and to be filled by the town clerk, as the board did not fill it.

Q. Can a school board legally pay more to a teacher at the end of the term than the contract calls for?

A. There is no authority for so doing. If the teacher has done better or more than was expected, the board can be liberal if they hire him again. If not to be hired again, the people can make up a private purse for him, if they like.

Q. Can a special meeting vote him an extra compensation?

A. No, let it be done by private contributions.

Q. If two of a board promise a school to a teacher, can he hold them to the promise, and obtain a contract?

A. The two members should make no such promise. They should call a meeting of the board, and then act according to its determination. If promises have been made, the teacher may have some claim against the parties making them, as individuals, but not against the district.

Q. Is it proper to require a private examination, to prevent a person objectionable to some of the district from being hired by the board?

A. It is not wise for a county superintendent to take sides. If it is proper in itself to grant the examination, grant it. The responsibility of hiring a teacher not liked by some, rests with the board.

Q. May a permit or license to teach, till the next regular examination, be granted without examination, that the andidate may go to teaching?

A. The law does not contemplate this. It is not doing justice to the school, to the teacher, or to himself, for the superintendent to grant a temporary certificate, not knowing but he may have to refuse one, when an examination takes place. A superintendent is not required to grant a private examination at a time when he must neglect other duties more important. But if there seems to be reason for granting it, he can allow the candidate to write in his office, on some office day and evening. Fewer written, and more oral questions, may be used in such a case.

Q. Our school-house site, with a road leading to it which is but one rod wide, was donated to the district. Is the road a legal one?

B. The road is not a highway, laid out by the town board, but rather in the nature of a private road, belonging to the school-district. There is nothing illegal about it, but it may be inconvenient, if so narrow.

Q. We have a graded school in this district, in the village, and an ungraded one, 2¼ miles out. Can parents take children from the latter, where they belong, and send them in to the village school, to the injury of both?

A. The board should regulate that. Room should be made for any advanced scholars, that need to be in higher classes than any in the ungraded school.

Q. Has the county superintendent a right to neglect visiting a school because it is small?

A. What schools he shall visit, if he has not time to visit all, in one year, must be left to his discretion. A small school may need the benefit of his visit more than some large ones.

Q. Can tuition be collected, as a debt, of the parents of foreign pupils, if not collected in advance?

A. If pupils are regularly admitted, from another district, on the understanding that a certain tuition is to be paid, there is no reason why it may not be collected, as a debt, if not paid in advance. But the best way is to require payment in advance.

Q. Do not the comments on subdivision 12, of section 430, "imply that tuition must be paid in advance?"

A. The comment points out what should and should not be done, as a matter of prudence.

Q. The district having provided ample means for sustaining seven or eight months school, what is the remedy if the board neglect or refuse to provide a school?

A. One remedy is to have them or some of them removed from office and other persons appointed in their place, as provided in section 507.

Q. Must not the clerk keep a poll list, in order to know who has voted?

A. It is very proper for him to do so, and may be considered necessary, where there are many voters, but the law makes no provision on the subject.

DECISION.

GEO. L. LLOYD, *vs.* CHAIRMAN OF SCHOOL MEETING, DISTRICT NO. 4, *Pine Valley, Clark County.*	August, 1880.

At the annual meeting of the district, July 12, 1880, the electors proceeded to vote for treasurer. After an informal ballot, and pending a first formal ballot, inquiry was made whether a plurality or majority would elect. It was shown that the State Superintendent, two years before, in deciding an appeal from the same district as to the election of a director, expressed an opinion favorable to the rule of plurality; but it was claimed, on the other hand, that he soon after adopted a different opinion, and has since held to the rule of a majority. The question was not determined; the ballot gave fifteen votes for James O'Neill, the respondent in this case, fourteen for Geo. L. Lloyd, and one for J. B. Jones. No second ballot was entered into, and the chairman declared that James O'Neill, having a plurality of votes, was elected. No appeal was taken from this decision, and other business was proceeded with, but soon after an appeal was taken to the State Superintendent. The decision rendered is as follows:

The question to be determined in this case, is whether an election was consummated, and whether the appellee, O'Neill, who was declared elected, is hence entitled to claim and hold the office of treasurer in the school-district referred to, or whether the office is vacant, from a failure to elect.

What constitutes an election at a school-district meeting? The school law simply provides that the officers of a district shall be a director, treasurer, and clerk, and that a district, at its first and annual meetings shall have power (as may be required) to choose such officers. The method of choice is not prescribed. Article III of the constitution, under the head of "suffrage," provides in section 3, "That all votes shall be given by ballot, except for such *township* officers as may by law be directed or allowed to be otherwise chosen." This provision relates to the exercise of the right of suffrage, in the election of officers of government, and cannot be taken to pass *beyond* towns, and to prescribe the manner in which school-districts, and other minor and local corporations, shall vote. It does not include the legislature, where, in all elections, the members "shall vote *viva voce*." Hence, the successive editions of the school code, for many years past, while *recommending* that school-district officers be chosen by ballot, especially in the larger districts, have not held that choice by ballot is prescribed by law. A district then is left to adopt its own method of choosing its officers; and as a matter of fact, they sometimes choose by ballot, and sometimes in other ways.

But when a district chooses by ballot, what constitutes a choice? It is obvious that if the election proceeds by any other method, no choice will be effected

until some one nominated receives a majority of votes. Does any different rule obtain, if the meeting goes into a ballot? It has sometimes been argued, that because section 75 of the revised statutes provides that in "all elections for the choice of any officers, unless it is otherwise expressly provided, the person having the highest number of votes shall be deemed to have been duly elected," therefore, in an election of officers in a *school-district*, the same rule obtains. But in the first place, the chapter in which the section is found, relates to "elections for other than town officers;" not to elections in which the electors come together, as a deliberative body, at one place only, but to general elections, in which the electors meet at various places, cast their votes and go home; elections in short which might not be attended with any decisive result, *unless* the principle of plurality was recognized; because it sometimes happens that more than two candidates for an office are voted for, and no one receives a majority of all the votes. The only alternative, is to make provision for a second election, as is done in Vermont and some other states, where the public sentiment requires that a majority shall be reached. As a matter of fact, it is often the case that there are but two candidates, in our ordinary elections of civil officers, or that some one has a *majority* over all the rest, if there are more than two. There can be no doubt that the great American principle is a government by majorities, and that this principle is departed from in *general* elections, only to avoid the contingency of non-election, or the inconvenience of holding a second and perhaps a third election. Commenting on the general rejection, in this country, of the English rule that the candidate having the second largest number of votes shall be considered elected, if the candidate elected is found ineligible to hold the office, McCrary (Am. Law of Elections, p. 209) well says: "It is a *fundamental* idea with us that the *majority shall rule*, and that a majority or *at least* a plurality shall be required to elect a person to office by popular vote." The choice of officers at a school-district meeting takes place under entirely different circumstances from an ordinary general election. The electors all come together, at one place, as a deliberative body, to pass upon such matters as may legally come before them, and are left to vote upon these matters in any ordinary way they please, with the single exception, that in voting upon the question of making a loan of money, the vote must be taken by ballot. The action of such a meeting is properly governed, not by the rules of general elections, but by the rules of other deliberative bodies, as far as they may be applicable. If the district has one or more officers to elect — *one* at least is elected every year,— it may elect *viva voce*, by calling the yeas and nays, by a rising vote and count, or by ballot. If the meeting determines to go into a ballot, and first goes into an informal ballot, as in the case under consideration, it would be most strange if only one subsequent ballot could be taken, and if the meeting were obliged to accept as their officer the person who might obtain a plurality of votes, on such ballot, and were precluded from entering into a second ballot. Upon a careful consideration of the whole subject, the State Superintendent cannot regard this restriction as being prescribed by any law that relates to the powers of school-districts. Such a restriction would indeed be absurd, because entirely unnecessary, and in contravention of the principle that the majority shall govern in all cases where a majority can be reached .

It is to be remembered in this connection, that there is ample provision to keep up the official organization of a school district. If there is no election at the time of the annual meeting, an election may take place at an adjourned meeting, any time within ten days; if there is no election by the district, the other two members of the board may appoint, for the next ten days; if they do not, the town clerk fills the vacancy for the remainder of the term.

It is proper to advert here to the effect of the decision or *declaration* of the chairman of a deliberative assembly, as to the result of an election. He *announces* the result as he understands it to be. If no further action is taken by the meeting, no appeal taken from the decision, and the person thus declared elected enters upon the duties of the office, he becomes, by *color of the election*, the *de facto* incumbent of the office; his acts as to third persons are legal. If his right to the office is called in question, it is to be determined by a competent tribunal. But the acts or decisions of such chairman, like those of a canvassing board, are ministerial and not judicial. If his decision as to the election was

erroneous, its being given did not and could not change the fact. The case cited by the appellant in his rejoinder in this case (Supreme Court of Alabama, State vs. Adams, 2 Stewart, 231), is to the point. In an election of a sheriff in a county of Alabama in 1829, two candidates received an equal number of votes. The sheriff in office gave a casting vote (without authority of law, the court held) as the officer presiding over the election, and declared the person he voted for elected. The case coming before the supreme court, the court held that the *announcement* by the sheriff that the relator was elected could have no possible effect; thatif he had not received a majority of votes, this declaration could not make him sheriff either *de facto* or *de jure;* that if he had obtained a majority, he was entitled to the office whether declared so or not.

In the case under consideration, it must be held that no election was reached; that the ruling and decision of the chair were unauthorized, and cannot be sustained. This ruling was based in part, it appears, upon a leaning of opinion, on the part of the State Superintendent, in deciding a case from the same district two years ago. But he is satisfied now and was satisfied soon after, as indicated in the subsequent decision of a case from district number two, Pine Valley, referred to by the appellant, that his indication of opinion, at that time, that a plurality vote was sufficient, was wrong; and he would call attention to the fact that the expression was not *positive*, and that the decision in this case (H. W. Sheldon vs. School District No. 4) finally turned upon the fact, that at an adjourned meeting a majority of the electors sustained the election of Mr. Lee at the annual meeting, and he was therefore recognized as the choice of the district. In the present case, there is no indication of the kind. Before the electors present at the meeting had had a sufficient opportunity of indicating their choice, the election was closed, and other business taken up. The State Superintendent is the more ready to sustain the appeal, and set aside the action of the chairman, because his own mistake of two years ago conduced to this ruling by the chair, and thus to deprive the electors of a full opportunity to express their wishes.

The appeal is sustained. The action of the chairman of the meeting of school district number one, Pine Valley, aforesaid, on the 12th day of July last, in declaring James O'Neill to have been elected treasurer of the district, is hereby reversed and set aside, and the action taken in the matter of electing a treasurer is hereby declared to have been insufficient and void of legal result, and the office of treasurer in said district to be vacant.

EDITORIAL.

The annual examination for State certificates was held the second week in August, in the Assembly Chamber at Madison. Thirteen candidates were present, not as many as last year. The special examination ordered last winter for those who attended a year ago, gave them an opportunity to finish their work, so that only one of last year's candidates appeared at the recent examination. Only two others of the thirteen had ever been enrolled among the applicants for teachers' State certificates. All these three were successful at this trial. They are J. B. Estee, of Milton Junction; Miss Mary Lantry, of Manitowoc; and Miss Harriet Salisbury, of Whitewater. The first of these pursues his studies the coming year in some college or university; the second teaches in the public schools of her place; and the third takes charge of the Preparatory Department in the River Falls Normal School. Only one other candidate received, with these three, the unlimited certificate. He is Prof. Edwin Auerswald, of Chicago, who has been engaged as the principal of the High School at

Marinette. What is seldom reached in this State, he completed the examination on a single trial, with the brilliant result of obtaining, in all the twenty studies, the average standing of $88\frac{3}{20}$ per cent.

The Examining Committee present, in their report to the State Superintendent, as the outgrowth of their experience in these examinations, and of their personal views, the following suggestions:

1. "The elements of Chemistry should be re-required.

2. "That Botany and Zoology should be united in elementary Biology.

3. "That text-books should be named in connection with the branches above the county second grade branches, with notification that their contents or the equivalent thereof may be expected at examination.

4. "That instead of promiscuous recommendations, obtained no examiner knows how, a blank be prepared, with questions, searching into applicants' professional and personal worth to hold a State certificate; and that such blank be sent to persons knowing such applicants, with the request to fill and return to your department; and that such answers have an important bearing on the applicants' success.

5. "That the law be so changed that each of the three members of this committee, provided with all the questions on the list, might submit such questions at separate places in the State on the same days, and at the close of which each express to the others his quota of answers for marking. Two weeks thereafter the Board shall meet and decide on the applications."

Since the graduates of our Normal Schools, State University, and Denominational Colleges receive State certificates, by the countersigning of their diplomas, after successful teaching in our public schools for eight or sixteen months, it must be expected that the applicants who appear at our State examinations, will be either the graduates of higher institutions outside of the State, or those teachers who have fitted themselves for their work in studying by themselves or in completing only a portion of the courses in our colleges and universities.

THE STATE SUPERINTENDENT has issued a circular directed to the school-district boards, calling their special attention to the provisions of the compulsory education law passed in 1879. It contains comments on each section of the law, with some directions to the boards how to proceed to ascertain the delinquent children, and what should be done this coming year to secure the full attendance upon the schools, of the children between seven and fifteen years of age. He trusts that they will give prompt and earnest heed to this subject. There is no doubt but that the enforcement of this law is greatly needed in very many districts. Careful examination will reveal the fact to our teachers and school officers that, under their jurisdiction, children over ten years of age are growing up with very little or no knowledge of the simplest rudiments of learning. Diligent effort should be made this coming year to bring into our schools all the absentees between the ages given in the law. County and city superintendents can urge, by circulars, the parents and district boards to comply with the terms of the law. Teachers should engage in the work of inducing the children to enter their schools and remain the *twelve weeks* required and even longer. They

can accomplish more, in this direction, than any other class of persons, if they are energetic and determined in this work. School boards should hold special meetings, as well as the two mentioned in the law, for the purpose of investigating the delinquencies in their districts, and for devising means to secure the full attendance of these children upon the schools. The teachers and other prominent citizens in their districts should be invited to meet with these boards, so that they can be consulted.

IN THE NOTES of this number of the JOURNAL, are found several extracts taken from circulars which county superintendents have recently sent to the school boards, or parents under their jurisdiction. The topics presented in these circulars are judiciously selected, and treated with ability. They relate mainly to the care of the school-house, the condition of the outhouses, the warming and ventilation of school rooms, providing modern school furniture, the hiring of the better qualified teachers, the visitation of the schools by the parents and school boards, the compulsory education law, the adoption and supply of text-books, and the division of the session of the school into three terms from two to three months each. To these topics others can be added such as the need of better organization of the country schools, the best system for grading the same, the need of an improved school register to aid in this organization and this grading, the retention of the teachers for several terms or years in the same schools, the supply of apparatus and reference books for the schools, and the introduction of better methods for giving instruction in the common branches.

We urge every county superintendent to prepare and issue a similar circular. He is best acquainted with the affairs of the schools in his county, and can adapt his advice and directions to their particular needs. He can make such a circular the means, by its presentation of topics, of opening the way for a series of addresses this coming fall and winter to the various parts of his county. We shall be pleased to receive copies of all such circulars.

THE office of the State Superintendent has already been called upon, and will be frequently in the next four months, by the United States Census Bureau, for items of information respecting the schools of all grades in the state. This demand has been in great part anticipated this year, by requiring from all sources more complete statistics on nearly every subject of educational interest. This is true not only of the public schools, but also of the elementary primary schools, the academies, the colleges, the theological seminaries, and the State Normal Schools. The labors of the school officers of various kinds must thus be somewhat increased this year, for the general good. These officers should also see that the returns are not only complete, but that they are reliable, even in the minute items. It is the purpose of the State Superintendent to make, in his next Annual Report, a full use of all these statistics, not only to show the present condition of the educational movements of the State in all lines of work, but also the progress of the State in these lines during the past ten years. He will be under great obligations, for the above reasons, to all school officers who will co-operate diligently and carefully with him in securing the desired information.

NEW PUBLICATIONS.

HARPER'S MONTHLY. The September number of this periodical opens with portraits of the three granddaughters of Charles Carroll, a signer of the Declaration of Independence. They are called the American Graces, and married noblemen in England. The number contains illustrations of the numerous family of George III, of Great Britain. Other articles, as "Fish and Men in the Maine Islands," "By-Paths in the Mountains" of South Carolina and Georgia, "The Seven Sleepers' Paradise beside the Loire," "Squatter Life in New York," and "Amid the Grasses," are profusely illustrated with engravings in the best style of the art. Anna C. Brackett writes upon the "Indian and Negro," a short but suggestive article, upon the pupils of both races in the Hampton School, Virginia. The Editor's Literary Record is quite full, and more than usually interesting, as it reviews briefly fifteen new works.

ST. NICHOLAS. This unrivaled magazine for children is published by Scribner & Co., and edited by Mary Mapes Dodge. The subscription price is $3.00 per year, or 25 cents a number. It is well illustrated — the September number containing nearly sixty engravings. It abounds in stories, short poems, humorous tidbits, and descriptions of places, as "A day among Welsh Castles," "The Queen of the Sea" — the city of Venice.

SCRIBNER'S MONTHLY. The September issue comes with its wealth of pictures, superbly executed, old stories continued and growing in interest, articles of historical value, brief poems, and editorial jottings. The articles which attract the most attention are on "Richard Henry Stoddard," "The Loss of the Oneida," and "Thomas Paine and the French Revolution," by Hon. E. B. Washburne. Gail Hamilton's work on the "Common School System," is candidly but severely condemned. Some of its contradictions, misstatements, and false logic are pointed out; and the review closes with this sentence, which contains the pith of her effort: "Sarcasm is easy, but sarcasm often aims more at self-glorification than at the accomplishment of wise and desirable ends." The editor, J. G. Holland, furnishes an article on "The Presidential Campaign," which exhibits good sense and fine insight into the merits of the political contest.

NORTH AMERICAN REVIEW. The September number contains the initial paper by M. Charnay on "The Ruins of Central America." Following this article is one on "The Perpetuity of Chinese Institutions," from the pen of S. Wells Williams. The writer has been a resident in China for many years, and is thoroughly conversant with the language, institutions, and social conditions which he discusses. Gen. John W. W. Clampitt, the surviving member of Mrs. Surratt's counsel, writes upon "The Trial of Mrs. Surratt." The author sincerely believes that Mrs. Surratt was innocent of the crime for which she suffered death, and expresses himself feelingly. "The Personality of "God" is treated by the metaphysical writer, W. T. Harris. R. B. Forbes gives some valuable suggestions in reference to "Steamboat Disasters." The Rev. Edward Everett Hale follows

with a paper upon "Insincerity in the Pulpit," that will hardly fail to draw some protests from his brother clergymen. The number closes with a review of several recent works on the Brain and Nerves, by Dr. George M. Beard.

EDUCATION: An International Magazine, devoted to the Science, the Art, the Philosophy and the History of Education. Conducted by Thos. W. Bicknell. Bi-monthly. Boston: N. England Publishing Co. $4.00 a year. Single numbers, 75 cents.

This new magazine will contain over one hundred octavo pages of reading matter, printed and bound in excellent style, with a steel portrait, in the first issue, of Rev. Barnas Sears, D. D., late General Agent of the Peabody Fund in the South. Articles will also appear in the first number from Dr. McCosh, Dr. Harris, Rev. R. H. Quick, Mr. F. B. Sanborn, Prof. Hailmann, Prof. Merriam, Prof. Joynes, Miss Landers, Mrs. Hopkins, Dr. Sears, and others. The auspices under which it is to be published indicate success, and its appearance will mark an important onward step in the great work of public education. The first number will be issued this month.

LITTELL'S LIVING AGE. The numbers of *The Living Age* for the weeks ending August 21st and 28th respectively, contain the following articles: Recent and Future Arctic Voyages, and Thomas Chatterton, *Quarterly;* On the Sources of German Discontent, *Contemporary;* A New Study of Tennyson, *Cornhill;* The Strange Story of Kitty Canham, *Temple Bar;* Climbing Plants, *Popular Science Review;* Country Life in Portugal, *Blackwood;* Street Nuisances, *Saturday Review;* About Cats, *Queen;* Nature's Hygiene, *Nature;* and for fiction, "Harry Martin's Wife," and instalments of "Bush Life in Queensland," and Mrs. Parr's "Adam and Eve;" and the usual amount of poetry. For fifty-two numbers of sixty-four pages each (or more than 3,300 pages a year), the subscription price ($8) is low; while for $10.50 the publishers offer to send any one of the American $4 monthlies or weeklies with *The Living Age* for a year, including the extra numbers of the latter, both postpaid. Littell & Co., Boston, are the publishers

LADY readers of the *Domestic Monthly* will be especially pleased with the autumnal styles offered in the September number of this beautifully printed and carefully edited magazine. The literary department of the magazine opens with an exquisite poem on September, by Caroline A. Merighi. The Art Paper is especially valuable in its descriptive comments on novelties in various departments of household furniture and interior decoration. The *Domestic Monthly* is published by Blake & Company, corner Broadway and Fourteenth Street, New York, at $1.50 per year, inclusive of pattern premium. Specimen copy 15 cents.

A GEOMETRY FOR BEGINNERS. By G. A. Hill, A. M. Boston: Ginn & Heath.

No good reason can be given why so much stress is laid upon Arithmetic, and so little upon Geometry in our schools. Much time devoted to the former might be given to the latter with advantage. With a book like the one before us, and with a competent teacher, this may be done successfully, as the author shows is the fact in Germany. We have yet to appreciate the value of a more general acquaintance with the elements of Geometry, not only as a disciplinary study, but for its practical utility, and Mr. Hill has done a good work in this direction.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

The census of Wisconsin shows a population of 1,315,464. That of the United States is about 48,000,000. The reported increase of population in some of the Southern States is so unaccountably great as to excite suspicions of fraudulent enumeration.

Gen. Albert J. Myer (Old Probabilities), Chief of the U. S. Signal Corps and Weather Bureau, died at Buffalo, Aug. 24. The country owes much to him as the author and organizer of the present system of weather reports and prognostications.

Postmaster General Horace Maynard has at last arrived home and assumed the duties of the office. This is the first change in the Cabinet during Hayes's administration.

The Ute Commission are delayed in their work of securing the assent of the various bands to the treaty, by the serious illness of Chief Ouray. Large numbers of Sitting Bull's Sioux are returning from British America and surrendering to Gen. Terry. The chief died the last week in August.

Doubtless, the most interesting fact in connection with American activity at present, is the great and rapid extention of our railway system. No year of our history has witnessed the laying of so much new track as the past. Not only are rival lines stretching rapidly away to the northwest, but also to the extreme southwest. No less than three American railways are projecting a speedy entrance into northern Mexico. Rapid absorption of small lines by the great companies is also a note-worthy feature of the present activity.

American relations with China are likely to become embarrassing. A commission, headed by Pres. Angell, of the Michigan University, has lately gone to negotiate a new treaty; and now comes the news that the Celestial Empire has abandoned its traditional policy of prohibiting all its subjects from engaging in foreign trade. Thus far, the commerce of China has been in the hands of foreign merchants and ship-owners, but now "Chinese cheap labor" is to take on a new form. Chinese merchantmen will soon be seen in our ports.

THE MONTH ABROAD.

In England, the Gladstone ministry has been thwarted in its Irish policy by the House of Lords, many even of the Liberal peers voting against the "Compensation for Disturbance Bill," a measure designed for the relief of Irish tenants unable to pay their rents. A prominent measure now before the House of Commons is the "Hares and Rabbits Bill." It seeks to provide some recompense to farmers for damage done their crops by the immense numbers of these animals, which are protected by law for sporting purposes.

The landlord class will, of course, endeavor to defeat this bill also.

The government having decided upon a withdrawal of the army from Afghanistan, except Candahar, finds the process of "letting go" by no means an easy one. The new Ameer, Abderrahman Khan, set up by the British, finds his authority disputed by a powerful rival, Ayoub Khan, who gained a decisive vic-

tory, July 27, over Gen. Burrows. Cabul has been evacuated, and all the British forces are being concentrated for the relief of Gen. Primrose, who is besieged in Candahar by Ayoub Khan.

In France, the chief event since the great *fete* of July 14, in commemoration of the destruction of the Bastile in 1789, has been the election of members of the Councils-General in all the Departments. The results have been overwhelmingly in favor of the Republicans, who are naturally jubilant, holding that their success is a token and pledge of the permanency of the Republic. The result is also looked upon as an emphatic endorsement of the governmental measures against the Jesuits.

The Eastern Question is still an open question. Turkey yet procrastinates, though she is making an apparent movement toward the delivery to Montenegro of the territory awarded her by the Treaty of Berlin. Meanwhile, Greece makes a show of arming, and impatiently waits for her slice of Turkey. The Great Powers also wait, and talk about a joint naval demonstration, whatever that may be, to intimidate the tardy Porte into compliance with the provisions of the supplementary treaty. Matters are complicated by the Albanian declaration of independence.

In Russia, the measures of Gen. Melikoff against the ultra-Nihilists seem to have been so successful that he has been promoted to be Minister of the Interior.

THE GERMAN EMPIRE.

The present German Empire dates from 1871, when it succeeded the North German Confederation. It is an empire in the true application of the term, a dominion composed of several subordinate kingdoms or principalities; yet it is a limited monarchy in the strictest sense. It is composed of twenty-five sovereign states, including the four kingdoms, Prussia, Bavaria, Wurtemburg, and Saxony, together with six grand duchies, five duchies, seven principalities, and three free cities. The province of Alsace-Lorraine, taken from France in 1871, forms a twenty-sixth state, but is not on a basis of equality with the rest.

The Legislative body of the empire consists of two houses, the Bundesrath and the Reichstag. The Bundesrath, or Federal Council, has 57 members appointed for each session by the governments of the several states. The Reichstag, or House of Representatives, is composed of 397 members (one for every 100,000 people), elected for three years by universal suffrage. The sessions of the Reichstag are annual.

The Executive head is the Emperor, whose approval is required for all laws. The head of the administration, or ministry, is known as the Chancellor of the realm. Prince Bismarck, the present Chancellor, is also Minister of Foreign Affairs. The judiciary system is very irregular; if indeed there can be said to be any national system. Even the common law varies in the different parts of the empire.

The greater portion of the railway system of Germany is owned and operated by the government, as also is the whole telegraphic system, the telegraph lines being connected with the postal system. The population of the empire in 1875 was nearly 43,000,000. In religion, 500,000 were Jews; 15,000,000, Roman Catholics; and the remainder Protestants. The twenty-one universities average about 1,000 students each.

NOTES.

PROF. T. B. PRAY, of Tomah, has been engaged as the principal of the high school at Beaver Dam, next year; and Prof. Hinkley, of Dixon, Ill., succeeds him in the school at Tomah.

MR. MOODY, the evangelist, has erected at his home in Northfield, Mass., a building to be used as a home and school for Indian girls. About fifty such pupils are already enjoying its advantages.

PROF. FRANK L. GREEN, the principal of the high school at Stevens Point, has been elected to fill the additional position of the superintendent of the schools of that city, in the place of Wm. Weston. The latter commends most highly the work of the former.

THE WIFE of Prof. B. M. Reynolds was suddenly attacked, about four weeks since, with a severe paralytic stroke. She is now slowly recovering. The Professor intends to move his family this fall from La Crosse, where they have resided constantly for several years, to Northfield, Minnesota, where he is in charge of the high school.

DISTRICT No. 4, town of Cylon, St. Croix county, is building a new school-house this year, to replace the one burned last winter. The building will be two stories high, and suitable for two departments. It is far under way, and will be completed some time in September. It will be furnished with new and improved furniture and apparatus, patent ventilators, etc. The building alone will cost $1,375.

SUPT. HARPER, of Grant county, says: "I send you to-day the register of our institute at Platteville. You will see that very nearly all who were enrolled have had more or less drill in the Normal School. You can readily judge from this fact that the work done by the members was first class. I do not think a better working institute was ever organized in the state.

THE MANY FRIENDS of Prof. De Motte and family, lately of the Delavan Institute, will be pleased to learn that the professor has accepted the position of Superintendent of the Kansas Deaf and Dumb Institute, located at Olathe. Prof. De Motte was elected to the Superintendency of the Iowa and Kansas Institutions at the same time, but after a visit to each, concluded to accept the position proffered in the latter state.

AT THE examination for state certificates last month at Madison, a candidate answered this question under theory and practice, "In what ways would you assist pupils in their school work?" as follows: "By explanation of obscurities, by sociality and cheerfulness, and by the universal adaptation of myself to the var, ing, constantly rising emergency."

THE POLK COUNTY *Press* says: "The session of the institute closed yesterday. Supt. Dike and Miss Kelley have had charge for two days past. President Parker left Wednesday evening, to get ready to open the fall term of the Normal School, which begins next Monday. The attendance has been good, and the teachers who have attended have generally seemed interested, and have given close attention to the work."

SUPT. JONES, of Rock county, informs his teachers that "the design now is to hold an exhibition, or fair, of school work during the ensuing year; and it is respectfully suggested and urged upon teachers to prepare with special reference to this end. The display will consist of specimens in penmanship, lettering, mapping, compositions, examination papers, etc., with a view of testing the efficiency and quality of the work done in the schools."

PROF. C. W. ROBY, who has been engaged in the public school work of the state for the past fifteen years, and nearly six of these as principal and superintendent at La Crosse, takes the charge of a large public school in Portland, Oregon, with the salary of $1,800 per annum. He has been a most efficient school officer and instructor in this state, and aided greatly in raising the standard of the schools at La Crosse to a very high grade. His many friends will congratulate him on securing so important a position in Oregon.

GEN. GARFIELD, in an address on college education, makes the following forcible statements: "Greek is, perhaps, the most perfect instrument of thought ever invented by man, and its literature has never been equaled in purity of style and boldness of expression. As a means of intellectual discipline its value can hardly be overestimated. To take a long and complicated sentence in Greek — to study each word in its meanings, inflections, and

relations, and to build up in the mind, out of these polished materials, a sentence, perfect as a temple, and filled with Greek thought which has dwelt there two thousand years, is almost an act of creation; it calls into action all the faculties of the mind."

THE SECRETARY OF THE INSTITUTE at Manitowoc thus comments on the work of the Conductors: "Surely there is no one, who has closely followed the exercises, particularly those in reading, history, and geography, during the two weeks, but has been greatly benefited. These subjects have been made to mean more to us than ever before. They have broadened from day to day until their extent seems almost boundless. No exercise has been without interest, and your secretary longs for the pen of a ready writer that these might be fully and well described."

A PROMINENT PRINCIPAL in a high school of this state, who abandoned his position with the almost certain assurance of securing another in a larger school, learned at a late date this summer that a majority of the board of the latter school had all the time favored another teacher. He writes good-naturedly, "Consequently, I find myself in the predicament of the dog known to Æsop, which lost the hām he was carrying in an attempt to secure its shadow in the brook he was crossing. To one who makes teaching his profession, this is an unpleasant situation,—or rather lack of a situation."

AT THE close of the Manitowoc institute, the following resolutions were unanimously adopted by the teachers present:

"WHEREAS, We highly appreciate the valuable assistance and the able counsel rendered by our worthy conductor, Prof. Emery; and

"WHEREAS, We recognize the wisdom and deep research exhibited in the many valuable methods presented by our County Superintendent, Mr. Viebahn; therefore, be it

"*Resolved*, That we formally but sincerely tender them our thanks for their earnest efforts in our behalf;

"*Resolved*, That our thanks are also due to the gentlemanly members of the school board of district No. 1, city of Manitowoc, for the use of their commodious building, and for many other favors received."

MISS B. M. CLAPP, the superintendent of St. Croix county, closes an able circular on "The Annual School Meeting," with this paragraph: "It is earnestly hoped that the annual school meeting for the year 1880, will have no unworthy record, but that it will tell grandly for the educational interests of St. Croix county. Let us have a complete attendance and harmonious action; remembering always that any personal jealousies or resentments, or any clamoring for individual will, will fall with heaviest weight upon those for whom we legislate. They may be compelled to sit in darkness and neglect a whole year, dwarfing and marring their whole nature, as the result of a careless, thoughtless individual act in the coming school meeting."

SUPT. HUBBS, of Jefferson county, in the notice of his fall examination of teachers, gives the following sensible advice to the school boards of the county: "The practice of retaining successful teachers for several terms should be followed, for much time is necessarily wasted in making a change. Some of our districts have adopted the three-term system, and have found it a great improvement on the "old way." A term of two months in the fall, a second term of three or four months in the winter, and a third term of two or three months in the spring, closing before the "heated term," with a *good* teacher for the *year*, will make your schools more profitable."

PROF. ALBERT HARDY, formerly principal of the high school in Milwaukee, takes next year the charge of the high school in La Crosse; Mr. I. C. Stockton, of Kirkwood, Illinois, the high school at Waupaca; Mr. R. L. Reed, formerly of Prescott, the high school at Lancaster; Mr. J. G. Conway, of Hillsborough, the graded school at Waterloo; Prof. H. O. Durkee, formerly principal of the high school at La Crosse, as superintendent and principal of the schools at Rochester, Minn.; Mr. F. S. Mack, of Johnstown, as the principal of the high school at Hillsborough; Prof. I. N. Stewart, formerly of Berlin, as the principal of the graded school at Oconomowoc; Prof. T. C. Chamberlin has been chosen the city superintendent of the Beloit public schools, in the place of T. L. Wright, who has occupied the position in a most successful manner for several years.

THE *Elkhorn Independent* thus speaks of the institute lately held at that place: "The institute closed last week. The attendance steadily increased throughout the two weeks, which is indicative of the interest and satisfaction of those who attended. Prof. Emery is peculiarly adapted to this kind of work. He puts forth his best energies, is kind and considerate with those in his charge, leading carefully the timid, shrinking teachers, convincing the self assured that they have still something to learn,— in short he appreciates the different natures he has to deal with as a true instructor needs to. Mr. Emory has been ably assisted by Supt. Taylor, Prof. Sherman, Mr. Lee, and Miss Taylor; also by the hearty co-operation of members of the

institute, who understand and appreciate the difference between teaching and brow beating."

SUPT. RICHMOND, of Trempealeau county, issued, under date of April 20, a very vigorous report upon the condition of the schools under his jurisdiction. We clip from it the following paragraphs:

"I am sorry indeed to chronicle, that eleven of the eighty-two schools that I visited last winter were failures at the time I visited them; failures in nearly every respect; and twenty-six others failed to come up to a fair standard of efficiency. Now, I can hold no one responsible for the success of our schools but their teachers. If others are to blame, and teachers innocent, I have not the time, nor the means to find out. I must look to the teachers, and I do. If others are to blame, teachers must take the pains to give me notice, and thus acquaint me of the true condition, or bear all the blame. We must improve our schools. Better close them until good teachers can be secured than continue them as some were taught last winter, for, after as careful an examination as I could give of the attainments of the children in these eleven poor schools, I could but make the following record of each: 'There is nothing here worthy of the name of a school. It has only the dry bones of one; there is a person there called teacher, there are desks and a blackboard, and there are text-books, but there is no school — no *teaching* done. And yet the scholars are capable enough, they look intelligent; but it is plain *they have no chance.*'

"In the county are nine school-houses unfit for school purposes, which really ought to be condemned. It is wrong to confine children in such rooms. Teachers weary and grow heart sick in such schools, and we do not wonder at it. Few of the school-rooms are supplied with a system of ventilation. We will pass this matter, by asking parents and school officers this one question about ventilation: Are not the pupils in our schools living daily in an atmosphere that has been deprived of its life-giving principle, by having been breathed over several times before? No wonder that teachers become irritable and nervous, and frequently, after a few years' experience, break down, or that children, after being in school a few days, complain of headache, and wearisomeness, or that scarlet fever, diphtheria, and similar diseases prevail to an alarming extent during the school months. A few cracks about the doors and windows, or a little hole in the ceiling, will not change the air in the room every hour. This can only be secured by utilizing the force of the wind, the principle of the diffusion of gases, and the difference in temperature between the inner and outer air; some system must be observed, and the sooner every school-room is furnished with a system of ventilation the better, and the less expensive will be our schools, for health is priceless."

SUPT. FOWLER, of Milwaukee county, has adopted and published the following rules to govern the standard of his examination of teachers this fall:

"Third grade certificates will be issued to applicants obtaining on examination seventy per cent. or more, in each of the studies of arithmetic, English grammar, penmanship, and reading, and sixty per cent. or more in the remaining studies of the third grade.

"Second grade certificates will be issued to applicants entitled to third grade certificates, and obtaining on examination an average of seventy per cent. or more, in the additional studies required for a second grade certificate.

"First grade certificates will be issued to applicants entitled to second grade certificates, and obtaining on examination an average of seventy-five per cent. or more, in the additional studies required for a first grade certificate.

"No certificate will be granted to any applicant who entirely fails in any one branch of study in which an examination is held.

"Ten per cent. on each branch will be allowed to *institute attendants.*"

THE New York State Teachers' Association at its recent session adopted the following resolutions: "That no one can serve as school commissioner unless he holds a college or normal school diploma, or state certificate, or has held such office." A commissioner in New York is the same as a county superintendent in Wisconsin. Also, "That each commissioner shall select two teachers holding college or normal diplomas, or state licenses, to act with him in conducting his examinations."

AT THE meeting of the Association of Instructors for the Blind, held in Louisville, Ky., last month, Mrs. T. H. Little, superintendent of the Institution located at Janesville, presented a resolution fixing that city as the next place of meeting, in August, 1881. A resolution was offered as a substitute fixing St. Louis as the place, but Mrs. Little's resolution was adopted, and the association will therefore gather at Janesvile.

A. R. AMES, formerly superintendent of the first district of Dane county, has been engaged for next year as the principal of the high school at Detroit, Becker county, Minnesota.

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THE KINDERGARTEN.

(A Paper read before the State Teachers' Association, July 8, 1880, by J. B. PRADT.)

New things challenge scrutiny. So far as they are meritorious, they find acceptance in the end. So far as they lack merit, or prove impracticable, they pass away. The Kindergarten is not precisely a new thing in the world, but it is comparatively so in this country. It is not to be expected, therefore, that there should be a unanimity of opinion as to its merits. Investigation, and discussion, and experience bring out the truth of things.

The object of this paper is not to advocate the Kindergarten system of instruction before the Association (which has been done ably by others at previous sessions), nor to explain its details, which would take too long; but to present some considerations which seem to render it doubtful whether we can give the system, as such, an unqualified endorsement.

What is the fundamental idea of the system? One writer sets it forth as the "cultivation and direction of the self-activity of the child." What is the claim made for it? It is, in substance, that great and valuable results are obtained by it in the early education of children, that are not obtained otherwise; that children so trained, will be sooner and more perfectly developed, and will advance more rapidly, when they come to attend the common school; that a gain in educational progress of from one and a half to two years is secured by the process. This may all be true; but the process by which this is brought about, can hardly fail to remind one of plants pushed forward in the spring, in a hot-bed, ready to be placed in the common

garden, at an early day, and thus made to blossom and bear fruit early in the season. This process is a gainful one to the florist or gardener; but will a similar process prove permanently gainful to our children or to humanity? Is it wise to take little children at three and one-half or four years of age from home, from the nursery, and gather them in companies, for that elaborate course of training given in the Kindergarten — beginning with the worsted ball, and ending with the lump of clay — and extending through a period of perhaps three or four years?

Perhaps it would be a just statement to say, that the Kindergarten, in its first stages, proposes to accomplish for the child, in part, that which mankind have hitherto left to the mother, to home influence and training, to the accidents and influences of nature, and in part, though in a different way, to accomplish what is done in the most primary schools. The Kindergarten does not of course propose to entirely supersede home training, but rather to supplement it. Yet, to some extent it will supersede home training with those young children, who if not in the Kindergarten, would not be in any other school.

But supposing it were generally practicable, is it well to send little children from home at so tender a age, to be thus trained? Is this peculiar, systematic, stimulative training, this early, rapid development of the child to be desired? The results obtained, under a competent Kindergartener, may seem to be admirable, but may they not in the end prove detrimental?

It has almost grown into an axiom, in the educational world, that children are already sent to school too young. That nothing is gained by initiating them into the rudiments of ordinary learning at so early an age. That a child who does not learn to read till six or seven, will ordinarily be as far advanced at ten, as those who learned at four or five, and that the child's final progress and development will be the better for the delay. And so, while it may be admitted, probably, as an ascertained fact, that children, taken quite young, and trained in the Kindergarten, may become as knowing and dextrous, at four or five, as other children usually are, at six or seven, will not this result be obtained, more or less, at the expense of the child's subsequent solid mental progress, and healthful maturity of mind?

The brain of a little child, when first taken to a Kindergarten, is not like a sheet of blank paper, upon which nothing has ever been written, though some of the Kindergarten literature seems so to re-

gard it. On the contrary, the education of the child, that is, the awakening and development of its senses and faculties, begins as soon as it opens its eyes; and at home, this development, involving in due time the acquisition of the powers of speech and locomotion, goes on as it should do, naturally, informally, quietly. And the freedom and spontaneity, the varying influences and comparative seclusion incident to home life, with occasional episodes of wider society, certainly constitute the most natural, and probably the most wholesome and permanently beneficial surroundings for the child. This at least has been the sentiment of the civilized world in the past. Even the Spartan Code, which looked upon the child as the property of the state, and as having existence chiefly for the good of the state, did not take the boy from its mother until seven years of age.

Whatever then charity may dictate, as proper to be done, for the time being in our cities, in behalf of the children of the extremely poor, the vicious, or the degraded, whatever benevolence may prompt in regard to the provision of places where little children may be cared for whose mothers need to be from home daily, to earn bread for their families, ordinary children, under ordinary circumstances, during their tender years, are best off at home. For the family was ordained by God. It is the primitive germ of human society. It lies at the foundation of human weal. The more perfectly we preserve its purity and integrity, the more certainly we can make it during its proper term, indissoluble; the longer we can preserve its salutary influences over its members; the more fully we can develop, elevate and strengthen family life, the better we shall conserve human weal, and the higher we shall elevate human society.

The Kindergarten was devised by Frederick Froebel. Having had a sad childhood himself, and though married, no children of his own, his thoughts turned much upon the wants of children, and after much reflection and study, he established his first Kindergarten only forty years ago. This is too short an experience to show that the system, as he devised it, is one that should be generally adopted, that it is something of which mankind stood in need. It does not appear that for want of this peculiar elaborate training, away from home, children fail to discern forms, colors, distances, sounds, harmony and beauty; nor, in this country at least, that they lack in a sufficiently early development of their senses, their faculties or their propensities. The character of home training, in many families, may doubtless be much improved. It is highly probable that many valuable hints may be

gathered from Froebel's ideas and methods; but it does not follow that his system is a valuable substitute for family training and nurture, or that it is safe to stimulate and hurry forward the development of the child. Sir Wm. Hamilton tells us that until the age of seven, the brain of a child is in process of growth — of enlargement, but does not itself afterwards increase in volume, although the skull continues to thicken and the other parts of the head to enlarge. This seems to be a hint of nature, that any formal, forced, stimulative process of intellectual or physical development, is not wise during this formative period of the mind's wonderful instrument.

The child is doubtless capable of a precocious development. We see this in the case of the children of outcast, degraded people in our cities, children upon whom the pressure of want and misery begins almost at birth; and we see it among people of wealth and culture; in children of parents who were perhaps themselves precocious. And many a fond and foolish parent has found too late, when a darling child of this character has been translated to the celestial Kindergarten, that it was not the dictate of wisdom, or of true affection, which so eagerly hailed, and so earnestly sought to encourage a premature manifestation of the mental powers.

In infancy and childhood it is needful, not that the child shall be surrounded by any unusual stimuli to development, but that it have full opportunity to grow in body and spirit, under the mother's eye, the nurture of home, and the kindly influences of nature. The infinite variety of natural and artificial objects and influences, so easily brought in contact with the child's opening mind and heart at home, furnish all the needful stimuli to a healthful development of its nature. This I believe, notwithstanding Frœbel's dictum, that this development is stunted for want of something more.

It may be, that the more phlegmatic temperament of the German renders it more safe to train German children in his way. Time will show whether his system will ever take permanent root, even there. As yet, the state does not recognize or support it, and this is certainly a significant fact. The German government is prudent, systematic, far-seeing. Education, as well as military drill, is compulsory, though no compulsion is needed as to the former. The government is disposed to make the most of its people. Now so long as it leaves the Kindergarten to private patronage, to local encouragement, we may conclude that it is not regarded in that quarter as an important adjunct to popular education, or as a needed introduction to the ordinary school.

But even were it otherwise, as for us, our very climate and atmosphere, our social and political life, our freedom and versatility, all tend to the early awakening of the intellect, and even to make it a heredity. There is no reason apparent to me why we should add another stimulus to hasten this result, but many why we should not; many why we should rather seek to shield the child, not only for seven, but for twice and thrice seven years, from undue excitement. The forwardness and pertness of our youth, the rapidity of their progress towards personal independence and self-importance is sufficiently great already. * * *

It is pertinent, also, to ask, what is likely to be the effect upon those mothers whose little children are sent away to the Kindergarten? I might here advert to the growing deterioration of sentiment in this country as to domestic life, and urge that children are in no small degree the very salvation of many women of wealth and fashion in our cities; that they not only need children, but also need to take care of them, and train them, for their own good as well as that of their offspring. It might give many ladies considerable relief and freedom to send their little ones away, to be cared for by others, but there is reason to fear that both mother and child might often be injured by the practice.

But the Kindergarten may very probably furnish hints and helps to mothers in discharging what should be to them, and in a healthful state of society would be, a delightful duty. If it be urged that the work done by true Kindergartners is such that mothers ordinarily could not take it up successfully, I reply, first, that few of those who undertake it in the Kindergarten succeed very well; second, that it is gravely to be doubted whether so elaborate a scheme of early training as is proposed by Frœbel and his disciples, is desirable or useful, under any circumstances; and thirdly, that so much of it as would be available and useful in the family, might, for obvious reasons, form a part of every girl's education, and some of it a part of the training and furnishing of teachers for primary schools. In this way, though we do not adopt the Kindergarten as a whole, we may utilize so much as it as shall be found valuable and useful.

A more profound thinker and philosopher of Germany than Frœbel, says, that "the preservation and development of individuality is the sole end of true education." Now it is to be set down to the credit of the theory of the Kindergarten, that it proposes to carry out this maxim of Gœthe. But all collective education is more or less at the

expense of individuality. This is true of a company of children in a Kindergarten, as well as in a school, whatever may be the theory of the training proposed. It is true that we must have schools. A large share of all instruction imparted, by teachers, must be from the one to the many. This is simply one of the many cases in which the imperfections of this state of existence oblige us to secure a common good, at the apparent expense, in part, of the highest individual good. Though as school men we may be reluctant to admit it, schools are not an unmixed good. There is a good deal of liability in all schools to the production and allowance of too much monotony; too much mechanism; too much disposition to gauge all minds by one standard, to mould them all after one pattern. In short, too much disregard of individuality. This is of course most potent for evil, in its effects upon the youngest and most plastic minds. Hence the efforts among all thoughtful teachers, to lessen the mechanical rigidity of the ways and rules and methods of the school-room. Hence the increasing tendency to postpone the beginning of school life. This is illustrated in the terms of the compulsory educational laws, enacted in several states, including our own. These laws do not inquire whether children are attending school, or being otherwise instructed, before they have reached the age of seven or eight years. It is true, that the school laws of these states permit children to attend school at an earlier period; as early as the age of four, five, and six years. The compulsory laws, which are of more recent enactment, indicate the growth of public sentiment, in two directions: first, in the conviction that no child should be permitted to grow up uneducated; second, that the detention of children at home, and the delay as to formal education, until the age of seven years, may proceed from an intelligent purpose. * * *

Only six states, besides Wisconsin, make the legal school age begin at four; fourteen states and territories put it at five; the same number at six; three at seven, and one at eight. The average, by states, is about five and one-half. That is perhaps a reasonable age. It would leave the Kindergarten to the patronage and support of those who want it; to the benevolent offices of such excellent ladies as Miss Peabody and Miss Blow, who, having no children of their own, are certainly much to be praised for their interest in the welfare of those of other people.

The Board of Regents of Normal Schools, willing, it may be presumed, to "prove all things and hold fast that which is good," have

opened an experimental Kindergarten at Oshkosh; not, I take it, with the expectation that the institution will be adopted and established by the state, and made to precede the common school — this is impracticable, except in a few centers of population; but rather with the purpose to test its philosophy and methods, and to see what can perhaps be borrowed from it, and made useful in training teachers for the primary work of the common school.

PRIMARY INSTRUCTION.

TRAINING IN SCHOOL WAYS.

The teacher sees her pupils listless and inattentive. She feels that they have tired of books; the novelty of the school-room has worn off; they long to be free; they long to play. But this cannot be, for there is a half-hour yet before recess or noon-time.

Or she finds that the children lack in what no book can teach them. Some make up faces, some lounge over the desks, some are careless of the position of feet and arms. If these are neglected the next step of degradation will be a serious one. But what shall she do? Shall she be stern and severe? Shall she lecture them or scold them? The difficulty is not with the moral character of the pupils. They lack training. It is as with men and women who go into society and know none of its ways. They do no wrong, but they displease because they do not understand the *ways* of society. It is so in school. There is such a thing as "school ways," and the pupils must be trained to know them.

(1.) *How to enter the school-room.* The pupil should be trained to enter and close the door without turning around; to look at the teacher and if she is not engaged, to bow to her and smile, and then pass to her seat. In my own case I ask each pupil as she enters to pause if I am busy until I see her, and I take good care not to be so busy that I cannot see them *at once.* I want them to feel that I welcome them.

The lessons of politeness are learned by practice. If a pupil does not enter in a pretty style, do not scold, but let her stand beside you as one of a jury to watch five you will send out for the purpose of showing "how to enter the room properly." When these have come in you will say, "Jane did her part nicely, but Sarah did the best."

By watching others do these things the pupils will obtain a clear idea of what is the proper thing to do, and by practicing on them themselves they will learn how to do them.

(2.) *How to rise from the chair.* The pupils often rise to go to classes, or to come to the teacher, or to go out, or to go to recesses. Some do this very gracefully, others less so. No better way can be devised than to select pupils as a jury to stand beside you, and then ask one pupil to rise and come out to a fixed place, and return, then another. Commend in all cases when you can; when you cannot, be silent. Do not scold, do not be harshly critical, so that the pupil will feel pained by your request to walk out on exhibition. Let him try to do his best. I have room behind and beside the desks and often practice my pupils in rising and walking until all have joined the procession.

(3.) *How to sit down.* This is so closely allied to the former that it will be practiced at the same time. When the pupil returns to her seat after her lessons, in rising she should be showed how it is to be done, if she does not do it gracefully. On the platform of my school are seven chairs, and I stand in the back part of the room and call Mary, Henry, Sarah, etc., to the number of seven, to rise, walk easily to the platform and sit down in the chairs. Then on a signal, one rises at a time and returns to his seat. After this is over, comments are made — none unfavorable mind — and the one who did it the best is invited to go up again. Children learn by seeing others, is the maxim to be observed.

(4.) *How to walk.* The motions of the body and limbs may be ungraceful in walking, or they may be quite fascinating. The best way to teach graceful walking is by sending pupils up to the platform. By attention the child will learn how to handle itself so as to please. The walking in procession, as just stated, is not calculated to develop gracefulness as well as the free movement; still it should be practiced frequently. "Anna is walking gracefully," etc., etc.; "Sarah holds her shoulders back properly," etc.

While speaking on this subject it is well for the teacher to bear in mind her own example. For what the pupils see their teachers do is "law and gospel" to them. Hence the teacher needs to be *artistic.* This does not mean fashionable or expensive in dress, but it does mean that she know what is beautiful and how to beautify herself. To create a desire for the beautiful in thought, act, posture, writing, voice, look, is no mean ambition.— *New York School Journal.*

ORAL METHOD OF TEACHING READING IN SCRIPT.

In teaching beginners to read, we would not teach the *names* of the letters, whether made in script or in Roman character.

1. *It is not necessary.* If the children have escaped learning them before attending school, they will learn them incidentally, and without pains for anybody, in the course of a year or two or more; and that is soon enough. The pupil has no need to know the names of the letters until he has passed, at least, his First Reader work. We have tested satisfactorily, with several Second Readers, pupils who did not know all the A B C's by name. We found that they could not only read well, but could write correctly sentences dictated from those readers.

2. *It is not desirable.* A knowledge of the names of the letters of the English alphabet is an obstacle to a child beginning to learn to read. It interferes with the process of teaching reading. The aim of the teacher is to teach a word, and, as soon as may be, a phrase or sentence in which it is used. Her success is hindered if the pupil's attention is distracted from the whole word by any antecedent interest in its parts. The child tries in vain to transmute the sounds of the names he has learned into the sounds which make up the word or words before him.

In teaching beginners to read, we present words, phrases, sentences on the blackboard in script. We continue, through the child's school life, to present in that way all words whose form or significance we wish to impress accurately and durably; until at least one hundred script words can be read by the pupil in any sentences that can be made from them, we withhold the printed page of chart or primer. The script form of a word is significant of an idea already alive in the child's mind through object presentation. The letter parts of that form are not significant, with rare exceptions, of anything useful or comprehensible to the child.

The *names* of the script letters come into use slowly, as we pass from one form to another, in the course of a drill in penmanship prolonged through three years. The first year's drill can seldom extend to advantage beyond *i*, *u*, *w*, the first half year being occupied in making marks preparatory to these allied forms.

At first we do not teach the *forms* of the script letters. We do not take these forms separately and teach them, nor do we call attention to them in the words. The child copies all his words as wholes.

Gradually he becomes conscious of the forms composing them, and his drill in penmanship fixes correct perceptions of those forms, and habits of executing them exactly. We wish the pupil from the start to make on slate, blackboard, or paper, all his new words, and to continue making them, separately and in sentences, that he may surely know them, and know how to use them. Of course we give him his copy in the form in which we wish him to make his words.

Besides, the continuous form of the script form assists the teacher to impress, and the child to receive, the word as a whole. The disjoined form in which the word appears in Roman, tempts the eye, until thorougly accustomed to reading words, to dwell upon its parts, and confuses the child's mental picture of the word. Its components stand apart from each other. The impression received is a broken one. It lacks unity, whereas it stands for a unit idea. It is best that the child feel that each word is not a combination of characters, but a character to represent the idea he has in mind.

Moreover, it is easier for both teacher and pupil to make words in script form well and rapidly than to make them well and rapidly in Roman character. A modified Roman character resembling Italic is sometimes used effectively, but it also breaks the word into parts, and its acquirement mars progress in chirography. Furthermore, as is well known, children do not pass easily from understanding, reading, and making print, to do the same with script; while it is a fact that they do pass with extreme ease from script to print. A child who knows his hundred or two words in script will at once detect them in print. Taught to read three or four readers without using script, he can with difficulty read a line of it.

So we, at first, teach no letters — neither by names nor by form, neither in Roman nor in script. We teach words, phrases and sentences in script; and the children make them in script, from copy the first year, from copy and from memory afterwards; and we very carefully and very slowly advance from the first through a regular drill in penmanship. We do so, not only because we believe the process well based in theory, but because we have found it to yield better results than we have known to be reached otherwise. — *National Journal of Education.*

ALL words not yet known by pupils should be taught from the blackboard before the lesson in reading is given.

SELECTED.

THE AMERICAN FREE SCHOOL SYSTEM.

The great zeal for the education of the young which grows as the population increases, penetrates into the public mind more and more, and manifests itself in more and more decided ways. What may have seemed at first a transient glow of enthusiasm, a generous impulse, has in time assumed all the force of a logical conviction or rather of a positive certainty. It is no longer a movement of a few philanthropists or of a few religious societies, but it is an essential part of the public administration for which the States, the cities, and townships appropriate every year more money than any other country in the world has hitherto devoted to the education of the people. Far from limiting this generosity as much as possible to primary instruction, it goes so far as to declare free for all not only primary but even secondary schools.

The laws and customs of the country are in perfect harmony in regard to this practice; public opinion approves and even insists upon these sacrifices, so evident has it become to every one that the future of the American people will be whatever its schools make it.

Among the many influences which gave the American school this unique importance, the influence of Protestant ideas was one of the first. The early settlers of New England did not recognize a more important duty or a greater privilege than that of reading the Bible. The first charter of every settlement compelled it to establish schools and compelled every family to educate its children.

As soon as democratic institutions were more fully developed, the former religious duty became gradually a political necessity. The form of the United States government established a hundred years ago, making everything depend upon the will of the people, assumes that will to be enlightened as the only safeguard against the worst calamities.

The United States have been peopled by continuous immigration. But what does this immigration now bring to the country? People of different origins, classes, and religions. The many thousands that arrive have frequently nothing in common except the desire which animates nearly all immigrants, viz., to improve their condition. No

previous education has prepared them for this new political and social government which was not intended for them; for what could less resemble the Puritan colonists of New England than the heterogeneous, unstable, and ignorant mass which constitutes the greater part of the immigration? These are the elements of which a nation has to be made; without roughly assailing, too, the veneration immigrants feel for any former national or religious customs, all must be "Americanized" as fast as possible. It is necessary that within one or two generations the Irish, Germans, French, Scandivanians, Spaniards, shall not have the slightest inclination to constitute nations within the nation, but that they shall all have become Americans themselves, and be proud of being so.

What is the cause of this wonderful transformation? What instrumentality infuses American blood into the veins of these thousands of people who have hardly had time to forget Europe? Every statesman will tell you, "It is the public school;" and this single service which the school renders to the nation is considered by many Americans sufficient to justify all the expense it involves. Suppose the immigrants were left to their own inspirations, and instead of public schools should find only private institutions; everything would be different: each person would keep up his own customs or preferences; each group would constitute itself separately, preserve its own language, traditions, religious customs, its old national spirit, and its prejudices. In denominational schools the distinction between rich and poor, paying and non-paying pupils, would necessarily be perpetuated and emphasized. * * * And without fusion of races, without a uniform language, without equality of social classes, without reciprocal toleration among the different denominations, and, above all, without an ardent love for the new country and its institutions, would the United States still be united?

That this country has become, and that it remains what it is, is literally due so the public school. But in proportion as the public school grows, the dangers that threaten it are increasing.

It is asserted nowadays, at least in the Northern and Eastern States, that the native American population does not increase nearly as rapidly as the popnlation of foreign or mixed parentage. Whether the cause of this is to be sought in what General Walker describes by the words "careful avoidance of family increase," or in a physiological degeneration of the race, as some scientists assert, it is not impossible to foresee the time at which the American element, properly so called,

will be in a minority; and, although this time may still be distant, the United States have an evident interest in not neglecting anything which will imbue the adopted population with the American spirit. In the absence of a sufficient number of direct descendants, the American Republic increases the number of her children by adoption, and if these are not hers by blood, she is determined that they shall be hers in spirit and in heart, and this she accomplishes by means of the public schools. — *Report of the French Commission of 1876.*

SPECIAL SCHOOLS.

What I propose, is the establishment of special schools for those children who, from the commencement, or during the course of their school period, are not able to accommodate themselves to the present school regime, or who cannot perform the school-work, as now generally required.

Such special schools are an essential factor in the completion of our public-school system,—a necessity of the period,— for the humanizing tendencies of our day should not pass by our school-houses, where they can do the greatest good. They are demanded by the interests of the mass of pupils, who are daily annoyed by these elements, and whose advancement is thus opposed and retarded. The interests of the school call for them, in order that the quality of the teachers be elevated, this having, up to the present time, remained below the desired standard, because those unruly elements have deterred many from selecting the profession of teaching. The interests of society require them, that the number of candidates for penitentiaries may be lessened. They are needed in the interest of school discipline, which, through these elements, is made more difficult, and can scarcely conform to the present popular current. And they are, specially, a necessity to that unfortunate part of the rising generation, suffering from hereditary taints, since such special schools, alone, will enable these elements to reach just that degree of moral and mental elevation which it is possible for them to reach.

The simple exclusion of these elements from the common schools, would, it is true, be sufficient to preserve the interests of the mass of pupils; and inasmuch as these elements in the present arrangement of our school system are only injured — as I have shown above — they, too, would be better served by their being excluded. But should there be no school for this kind of children? Better no school, than

a school entirely unfit for them. Yet, if this were the question, then I should almost be tempted to say, rather no school for the mass of the children, who, by nature, are mentally and morally healthy, and more able to help themselves in the struggle of life. * * *

Our special school will unite in the same room and on the same benches the children of all — rich and poor, high and low, proud and humble. Hence, in the true sense of the word, this will be no caste-school. In a certain sense, if you choose so to consider the matter, it is one; but one contracted and demanded by nature herself — a school for children of all grades of society who, by inheritance, in reference to their mental endowments, are not so constituted — even from their very birth — as the large majority of children are, and who therefore, naturally, should not be subjected to the same process of education.

What children should be placed in the special school, the hints given above will show. In the majority of cases, the selection will not be difficult, except on the boundary line, where one may be diffident in deciding whether this or that child should be admitted to the common school. But, to my mind, this very difficulty in making the proper selection will prove to be one of the greatest benefits to the schools in general; for it will realize that dream of the teacher-world, told over again and again, concerning the co-operation of home and school. When the school shall take more special pains with those intrusted to its care, and shall pay more particular attention to them, keeping the parents thoroughly informed about their children; when the self-respect, sense of honor, and the jealousy of parents and of children shall be more thorougly aroused; then there will be a general desire on the part of both to avoid the special school. And it is this circumstance which will infallibly bring about the desired union and co-operation of school and home; and thereby the school will have advanced many a step higher in the esteem of the people.

I look upon it as essential, as a paramount neeessity, that the special school should be characterized chiefly by individualizing the work of education and instruction. It expects from each single child only what, according to its judgment, his capabilities will warrant. It must first find out the strongest side of his natural gifts, foster first *that*, and thus set the lever to raise and develope his whole inner life and being. As the skillful physician taking into account individual bodily conditions, prescribes differently in different cases of the same disease — so will the teacher in the special school, under seemingly similar circumstances, have to individualize. Of course, for such in-

dividualizing of work in the special school, we must find suitable teachers; but, where there is a want, there will soon be a supply — on condition, of course, that for their special art they be well paid.

And again, I say, our schools in general will be benefited in a variety of ways by the establishment of these special schools. They will prove, although indirectly, to be an infallible means for enhancing the improvement in the training of teachers, so desirable with us; for what we miss most in the American routine of teaching, is just that individualizing; in our country, the school does not generally know what it is based upon.

I am not prepared to state what percentage of all the children might be selected for the special school; but according to my limited observations, I feel justified in saying that, on an average, in one hundred you will find five who generally are the most intellectual, and about ten whom I should reckon among the "bad" elements of the school. Let me add to the latter those children who, from some cause, are obliged to be frequently absent, or who have entered the school at a later period and, therefore, have to sit with younger children on the same benches, a circumstance which must prove injurious both to those elder children and to the school at large. Let me add also the children that are not feeble in mind, but feeble and sickly in body — for upon these the required school work must have, as is evident, a fatal effect; thus, among a hundred scholars, twelve, thirteen or fourteen may have to be picked out for the special school.—*Schneck.*

CULTURE AND POWER OF IMAGINATION.

There is one kind of education, which has never yet perhaps had exact justice done it under any system, which must be carried forward by this indirect and pictorial method. I mean the imagination; that genial, benignant, Divinely-given faculty. By express tuition you can do almost nothing for it, and what you do you will be likely to do wrong. But unconscious forces within you will stimulate it. And how richly it rewards such nurture! I doubt whether there is any department of even material prosperity that does not stand somehow indebted, either for impulse, or courage, or adorning, to the imagination, and whether there is any kind of work that reaches its its highest perfection without some of its wonders and pictures. Not a mechanic's bench or farmer's home, but imagination has touched it,

transfigured it, blessed it with her wand. Stillingfleet, I know, calls the imagination "a shop of shadows," but it has brightened more shops than it has shaded; and Stillingfleet is not the only preacher that has reviled the source of much of his own power. Imagination acts through association, through form and motion, through glances, through what is most human in our humanity. It is the aureola of common life, and the morning light of hope. How many burdens it has eased, how many threatening calamities it disarms, how many clouds it tips with gold, how much homely drudgery it clothes in garments of splendor. Hunt's lines are as true as beautiful, in their condensed significance, and suit my purpose as exactly as if they were written for it:

> "Fancy's the wealth of wealth, the toiler's hope,
> The poor man's piecer-out, the art of nature,
> Painting her landscapes twice; the *spirit* of fact,
> As matter is the body, the pure gift
> Of Heaven to poet and to child; which he
> Who retains most in manhood, being a man
> In all things fitting else, is most a man,
> Because he wants no human faculty,
> Nor loses one sweet taste of the sweet world."

Then I think of the dull, stupid scholars in every school; the poor brains that text-books torment; the sad, pitiable dunderheads, with capacity enough for action perhaps by-and-by, but dismally puzzled for the present by these mysteries of geography and fractions. What a jubilee to them is the day they find an animated and vital teacher, who teaches by all the looks, and motions, and heart-beats, and spirit of him, as well as by those dreary problems and ghastly pages. There is no grade of intellect that this highest learning of the soul does not reach, and so it is a kind of impartial gospel, uplifting "glad tidings" to encourage despair itself.

It helps, negatively, to the same conclusion, that no moral influence that is put forth, as by deliberate contrivance to put it forth, avails much. It seems as if to go about in cool blood to undertake an influence, to get it up and spend it, forfeited the privilege, like getting up sympathy by a conspiracy, or falling in love by a prospectus. Who ever heard of a man becoming influential by saying: "Go to, now, I propose to be influential?" Something about this great sympathetic force requires that it should be in a sense, indirect and unconscious, in order that it be valid. There is a providential necessity that it be

got by preliminary accretions of merit, and be distributed because it cannot be helped, or rather distribute itself. We all hate, with a wholesome sort of disgust, the canting formalist who approaches us with the unctuous advertisement that he intends to operate on us with sanctifying manners, like the pattern young man who offered, in the newspaper, to go into a family where his influence would pay his board. Nobody discerns this assumption of character sooner than boys and girls. Matters of mere technical information may be legitimately conveyed by almost any tongue, but to exercise the power of character, a character must have been earned. The title must have been won by a heroic tone habitually high. And then its influence, molding these pliant young natures around you, will be as sure as it is silent. Nothing can keep it back. Character is a grand creation in itself. But its grandeur never remains an abstraction. In moral life, influence is the complement of being. — *From "Unconscious Tuition," by* BP. HUNTINGTON.

ON SPELLING.

We know that it is the faculty of *recalling* the word-picture, aided by remembering the word-sound, which makes the good speller. We sometimes place too much reliance upon oral spelling. We teach spelling as if we were preparing our children for a grand spelling-match, forgetting that the main use of a knowledge of spelling is to aid us in communicating thought in *writing*. Therefore words must be *written*, that their *looks* may impress themselves upon the mind. Yet oral spelling, — the analyzing of the word-sound, — should not be neglected. It has its place, and an important one. There are certain leading principles of pronunciation, and some few analogous sounds, in our language which are called into play in oral spelling, guiding us in the spelling of many words. Yet they are so very few that they seem weak props to lean upon, while the *word-pictures* always form a firm hold to cling to. Therefore the *word-picture* must hold the prominent place in the mind, rather than the word-sound.

Then let us from the beginning adopt the method which will the best impress the word-picture upon the mind, at the same time not ignoring the word-sound. This we may do as soon as children begin the Analytical *Reader*. The common method is to require the pupil to spell out each word in the reading-lesson. The better way is to familiarize him with each new word of the lesson, *as a whole*, before

he begins to read; to draw his attention to it as a new word to which we wish to introduce him. If he can print, let him print it on the slate; if not, the teacher may print it on the blackboard, making a little sentence to use it in its proper connection, that it may be associated with an idea. This impresses the word-picture upon the mind; and if this method is followed, children will, naturally and by habit, read without spelling the words they have seen, and at the same time will be better readers. To have to stop to analyze words while reading, draws the attention away from the *looks* of the word as a whole, destroys the *word-picture*, snaps a link in the chain of ideas, if haply the pupil has caught them, and puts a sudden check on the interest he may have gained in the subject-matter.

So soon as children can print readily they should be required to copy short paragraphs, or perhaps no more than short sentences from their readers. By this exercise, repeated daily, they soon learn to spell the common words, like *which*, *here*, *there*, *their*, *also*, *of*, *off*, *to*, *too*, etc., over which so many trip who can spell correctly more difficult words given out orally.

When oral spelling begins, it should *always* be combined with writing. The most simple words should be at first chosen, and they should be those which possess coincidence of sound with other words, and which have a meaning to the children. We should not, until later, introduce words of irregular sounds, — from the simple to the complex in teaching spelling, as in other studies. For instance, we would choose words from the reading-lesson. "In" may be the word; after the little ones have spelled it orally and written it, we would ask them to spell *bin*, *fin*, *tin*, *gin*, *sin*, *skin*, *kin*, *win*. "But" may be the next one, and this will suggest *nut*, *rut*, *cut*, *shut*, etc. This exercise, continued daily, will impress upon them the analogous sounds at the same time with the word-pictures.

Swinton's Word-Primer, and *Monroe's Practical Speller* are valuable books, in that they contain names of familiar objects which always please, interest, and impress the children. Yet the names of different parts of the body, of articles in the room, on the table, in the garden, etc., contain so many of the irregularly-constructed words of our language, that it is not well to puzzle children with them until after they are thoroughly familiar with more simple words of analogous sound. When they are ready for *Swinton's Speller*, still the impressing of the word-picture upon the mind, by writing the given words in sentences, as they may be called upon to do in practical life,

must be held of the first importance. This makes intelligent spelling. The pupil observes the word, associates it with an idea, spells it, writes it. This method is much better than trying to remember a string of words having no ideas connected with them.

As soon as children can spell orally words of two or more syllables, it should be by the good, old-fashioned way of spelling by syllables; and at every additionable syllable, of finding their way back to the first one, pronouncing each in its turn, thus: C-o-n con, s-t-a-n stan, Constan, t-i ti, Constanti, n-o no, Constantino, p-l-e ple, Costantinople. This promotes accuracy in spelling as well as in pronounciation.

Later, after the grammar-school age, when the study of more difficult words is undertaken, still they must be written. And with the difficult words must be combined, also the simple, every-day words over which so many preposterous blunders are often made; but always the *word-picture* should hold a higher place than the word-sounds, for those must stand ready in the mind to be summoned to the front to do duty in the battle for good spelling. — *Primary Teacher.*

SUGGESTIONS TO TEACHERS.

I. AS TO PREPARATION OF LESSONS.

Make each lesson which you assign a subject of careful study respecting the following points:

1. What is the connection of the topic with a preceding one? What divisions of the topic are desirable to make in teaching it? What are the dependences of the parts upon each other?

2. What does the lesson contain which will be new to the pupil — what definitions, operations, rules, explanations, or principles? How are these best presented?

3. What difficulties does the lesson involve? What are some of the ways of treating them? What is the best way?

4. What are the most essential things to be had in view — the important points to be worked to — in the lesson?

5. What opportunity does the lesson afford for drill in numerical processes? What for exercise of memory? What for language training? What for development of the reasoning powers? What is the value of the lesson as a means of education?

6. What scheme or plan of work will best meet the requirements of successful teaching of the lesson?

7. Know your part perfectly. Know it in a broad and generous way.

II. AS TO CONDUCTING RECITATIONS.

1. Provide occupation upon parts of the lesson for each member of the class. While some work at the blackboard, let those in the seats also have something to do. Keep the work moving all along the line.

2. Avoid wasting time on matters of little importance. Hold well to the essential points. Be on guard against division from main issues. Know your scheme thoroughly, and keep to it.

3. Consider each lesson a means, and each recitation an occasion of accomplishing certain definite educational results. Observe constantly how well those results are being realized. Do not work with eyes bandaged. See clearly all the time what is to be done, and how best to do it, and note the outcome.

4. Keep account of the progress of each member of the class. Be patient with those who, though they may not do as well as you desire, are yet doing as well as they can. With the lazy and indifferent, your skill will need to be at its best.

5. Be attentive to the order of the class, to the manners of the pupils in recitation, to their language, and to their advancement in every respect to which your work with them and personal influence may contribute. Remember your office is to teach, and not merely to hear lessons.

6. Do your work heartily. Do it in a live and vigorous way.

III. AS TO ASSIGNING LESSONS.

1. Give the last five minutes of the hour to the assignment of the next lesson. Be judicious as to length of lesson assigned.

2. Direct attention to the most important things to be noticed in the preparation of the lesson.

3. Let a part of each day's work be a review of the important points of the lesson of the previous day. — *Educational Weekly.*

THE INSIDIOUS EVIL OF TOBACCO.

I am certain that the families of those who use tobacco are more subject to the class of diseases termed "nervous," than are those of non-users. I recall a great number of instances in which the continual suffering of women and children from headache and feeble circulation was attributable to tobacco smoke. Thousands of children are

dwarfed mentally, morally, and physically, if not murdered outright, by fathers or brothers, or some friend who poisons the home air with nicotine. When the charter of our New York Medical College was granted, in 1863, a medical gentleman, and senator from the rural districts, who had favored the bill, sent me his congratulations, saying, also, that he had an only child, a daughter six years old, whom he hoped, when old enough, would become my pupil. About a year ago this daughter, now a young lady, was brought to me, not as a pupil, but as a patient, her father reporting that she had always been too nervous to study, and that he could never trust her from under his care. Her symptoms led me to inquire concerning his habits in regard to tobacco. He was an inveterate smoker, and because his wife found the smell of it unendurable when in the house, he confined his smoking to the study, where his daughter was his constant companion. The young lady's condition was critical, the action of her heart being so irregular that she could not lie down, and thus her sleep was interfered with. Her father was alive to the danger of her condition. After I had seen her three times and made a critical examination of her case, he asked, "What do you think is the cause of her illness?" "I am sure," I said, "that her condition is due to the inhalation of tobacco smoke." After a little reflection, he replied, "I believe it! Tobacco is an arterial sedative, affecting the entire circulation of the blood." Bringing his right hand down with decision, he exclaimed, "Mrs. Dr. Lozier, you have hit the cause, I am convinced, and if I should ever take up a temperance crusade, I would begin at tobacco!" Notwithstanding that the invalid is somewhat improving since being removed from a poisoned atmosphere, I fear the truth is that her constitution is shattered for life.

A few days since, a lovely young widow, almost stolid with grief, called upon me. Two years ago she married a promising young man with but one vice — that of smoking. He thought himself temperate, for he never smoked during business hours, only at home. Coming home at evening, weary, he spent the hours in their own room, and soothed his excited nerves with cigar after cigar. One evening his wife took the babe and went down stairs to make a call. On her return, in about half an hour, she found him dead. He had never been ill, and the doctors said it was "heart disease." We think that the nicotine had so stilled the arterial circulation that the muscular tissue of the heart failed to propel the blood, and a clot formed, causing fainting and death. — *C. M. Lozier, M. D., in Alpha.*

READ TO UNDERSTAND.

Wendell Phillips, a year or two since, in criticizing our common school system, and the work accomplished by it, said that scarcely a school girl who had attained the age of fifteen, could read an article in a newspaper, so that her hearers could understand it. For that remark Mr. Phillips was denounced by western schools journals as an iconoclast.

Perhaps the above statement is an extreme one, yet leaving newspapers out of the present instance, I think I can safely say, and I believe a majority of educators will agree with me, that *not one scholar in ten who has completed the common school course can read and appreciate the works of such men as Dickens, Shakespeare, or Thomas Babbington Macaulay.* If this is the case, and my observation teaches me that it certainly is, where is the fault?

Teachers will tell us that it is because parents will not get those books for their children. True, perhaps; but the ten cent publications of Beadle, Munro, and others, or some cheap literary paper that gives four or five eight-by-ten chromos to each subscriber, find their way into the family, are eagerly read, and an intense desire to "go out west and fight Indians" is the result.

It is the imperative duty of every teacher to create a love for reading in his pupils so that they will *want* to read books on different subjects from those they study in school. Anticipating that there are teachers ready to ask how this may be done, I will briefly give my method of doing it; first stating that, *no teacher can teach what he does not understand himself.* In order to create a love for reading, he must love reading himself. When this is the case, the teacher will find some way of getting his pupils to read, whether it is like my method or not.

1. Throw text-books, in your advanced classes, where Shakespeare tells you to throw physic. Bring newspapers into the school. Ask some of your pupils to read an article, and let the rest discuss it. Let the pupils select articles themselves, and then have the class commend or criticize the selection.

2. Take up some author, Longfellow for example. Study, first, his biography until each pupil could write a sketch of his life if called upon to do so. Then get a list of his works; select one and read extracts from it. Take "Hiawatha," and after your pupils have a biography of the author, every one of them will be interested in his works.

Read the story of little Nell's death, after studying the biography of Charles Dickens, and nearly every pupil in school will inquire at the next recess where they can get the "Old Curiosity Shop," and what it will cost. Read Gray's "Elegy in a country churchyard," and let your grammar classes analyze each stanza before reading it, supplying all ellipses, and they will never forget it. The beauties of Gray's Elegy will be engraven on their minds in indelible characters, and they will seek for more of the sublime in everything they read.—T. J. HUDSON, *in N. Y. School Journal.*

GRADING COUNTRY SCHOOLS.

For the benefit of the teachers in the few counties of this state in which the grading of the country schools has not yet been attempted, the *Journal* wishes to say that there is no longer any doubt as to the practicability or the importance of this question. It has been made a success in a large majority of the counties of the State, and can be made a success in any county where the teachers will cheerfully work with the superintendent to that end. The grading of country schools can not be so exact as in cities, and the irregularity of attendance and the different lengths of the school year in different townships usually make it necessary to ignore the element of time in arranging a course of study. But it is entirely practical to say that when a child has completed the Second Reader he shall know a given amount of geography, language, number, etc., and when he has finished the Fourth Reader he shall be advanced to a given point in arithmetic, grammar, etc. This simply requires that each pupil shall be provided with his full complement of studies, and not waste his time in taking only half of them.

The matter is very simple so far as the small children are concerned, but the trouble arises with the older ones who are well advanced in some branches and very deficient in others. Common sense would dictate that such cases should not be forced arbitrarily into any given grade, but allowed to use their time to best advantage to themselves, simply working *toward* the grade. In a few years most of these inequalities can be worked out and the course of study made to apply generally to the country schools. Just as well begin this work at once as to wait—it will require time and common sense whenever undertaken. Whenever accomplished the work of the school is much simplified. The number of classes will be greatly reduced. The

teacher will be relieved from the responsibility of deciding what studies a child should take. A new teacher does not need to spend from one to three weeks in re-classifying the school and in undoing what his predecessor has done.

There are many good reasons in favor of grading and not one against it, and every county not already in line, should fall in at once, and every teacher should give the move his hearty support. — *Indiana School Journal.*

STORY TELLING.

In all ages and in every clime, story-telling has had an important place in the development of nations. But never was Scandinavian skald, Scottish bard, or English minstrel, so welcomed as is the man or woman who can satisfy a child's demands for stories.

What has made us what we are? Some direct teaching, some reading, much influence indirectly exerted, and a vast amount of story-hearing.

Story-telling should be at least a weekly exercise in every primary school. Tell a story one week for the children to repeat to you the next week. Let it be given in the child's own language, incorrect expressions being corrected by the teacher. Be sure that one story is well fixed in mind before another is told. Have occasional reviews of all stories told during the term.

What child does not love a fairy-tale? Why not substitute some of the beautiful stories of mythology, until the child would eagerly read *Greek Hero Stories* written by Niebuhr for his little son?

Did you ever tell a story of brave and stirring deeds to a child who did not startle you by the earnestness with which he asked, "Is that story *true?*" Why not satisfy this demand for truth by stories from our own national history, or that of England, Greece, or Rome? Once arouse in the child's mind the idea that such stories can be found in certain books, and you will have him eager and ready for direction in his reading.

Why may not the child who leaves our public schools at the age of ten have a general knowledge of his country's history? Indeed, the true way to teach history to a child is by "the free use of maps and the telling of significant stories." — *Primary Teacher.*

Do NOT be a mere copyist of some other teacher.

WHAT ARE THE OBJECTS OF A RECITATION?

To test the pupil's preparation. A lesson that is not to be recited will not be properly prepared — probably not prepared at all. Pupils ought to be tested, first of all as to what they know about the lesson themselves. They should know that it is their duty to bring out what the lessons contains, and not to be mere receptacles for the teacher to pour into and fill up. The proof of a pupil's preparation is his ability to express clearly the ideas and facts of the lesson. The idea will be obscure and imperfect in proportion to the obscurity and incoherence of the language used in recitation. I believe there are some ideas for which we have no words, but they are not in this account. When pupils say, "I know, but I can't tell or write it," they ought to say, "I don't know it well enough." Knowledge and its expression are so intimately united that the former does not commonly exist without the latter, and hence testing a pupil's knowledge of a lesson is the same as testing his ability to express it. In this way the recitation contributes greatly to the acquirement of a command of language, and of ease and correctness of expression.

The recitation enables the teacher to correct errors. Errors of statement, errors of fact, errors of inference, errors of language, errors of observation, and errors of preparation. Advice in the way of preparing a lesson is often a great incentive, and saves the pupil a great deal of time and worry and disgust.

Another object of the recitation is to train pupils to be self-reliant, and to be sufficiently self-confident. In most of our schools it is impossible to prevent pupils from helping each other too much in the preparation of lessons. In many classes one or two do all the thinking; the others copy. This may be detected in the recitation. Then each is to be put upon his own responsibility. The fact that each must rely upon himself in recitation checks to some extent this slavish dependence too commonly seen in our schools. Timid pupils acquire sufficient courage, and those whose tongues outstrip their judgment, learn under the fire of criticism, to be more modest.

The recitation enables the pupil to remember what he learns. It is well known to us all, that the more frequently we tell or write what we think about, the better it is retained, and unless we do repeat what we learn, we are by no means sure of it. The recitation affords a means of fixing facts and impressions, not only by this means, but by

concentrating the mind upon them, discussing them, and eliciting criticism upon them.

The recitation gives the teacher an opportunity to add new matter to the text, both as to fact and illustration. This is not necessary in every case, but it is usually desirable and necessary for the teacher to make use of new illustrations, at least, in the recitation. No author can *introduce*, much less elaborate, all the illustrations needed for explanation. Besides, pupils take more delight in reciting, and in all school work, if the teacher gives them something more than is contained in the book, or requests them to look up some matter on the lesson not found in the text.

It is an object of the recitation to give encouragement to pupils, and to hold out to them proper incentives to study. It is more common for teachers to find fault with their pupils in recitation than it is for them to commend what is excellent. Why should not that which is well done be commended? Indiscriminate praise is disgusting, but properly bestowed, how good it is.

I have found it quite desirable at times to explain to pupils the purpose of study, or of certain branches of study. It is a relief to know that the toil of study is not to be fruitless, to know that the mental drudgery at the threshold of every branch of learning is not to be done for *fashion's* sake. The American question, "What's the use?" will come up, and, while pupils are not the proper judges as to the curriculum, I know by experience, that it is a relief and encouragement to *see* the use.—*Penn. School Journal.*

COMPULSORY EDUCATION.—There are two questions in the American school organization which invite special attention, compulsory and free instruction. The unfortunate consequences of non-attendance on schools or of insufficient and irregular attendance, have always engaged the attention of the statesmen and best citizens of the American Union. The fact that immigration brings every year a large number of foreign families to the large cities, greatly increases the number of illiterate and truant children. Cries of alarm are heard on all sides; the legislatures are requested to provide the measures indispensable to public security and social order, and there are many who see no remedy except in compulsory education. Twelve States and three Territories have passed compulsory school laws; in other States the authorities are waiting until public opinion shall pro-

nounce itself in favor of compulsion and provide sufficient means to make it effective. They know too well that it would be imprudent to promulgate a law which, ignoring real difficulties now in the way of its execution, might be violated with impunity.

In the States where compulsory school laws exist, frequent violations are reported. After consulting many school reports, we came to the conclusion that the unsatisfactory results are not due to the principle of compulsion — which, on the contrary, we think excellent, and which has materially improved the condition of schools — but we ascribe it to three distinct causes: first, the weakening of respect for authority in the U. S., resulting partly in our opinion, from the too prevalent custom of electing public officers; secondly, the bad management of country schools and the lowering of the standard of their course of study through the too frequent change of teachers; thirdly, insufficient school accommodations, the great distance of the schools from the homes of children, and the bad condition of roads.

Despite these difficulties, several of the most enlightened States seem to be disposed to pass compulsory school laws. The superintendents of these States call attention to the dangers of ignorance and truancy, dangers they say, which must be combatted at any risk in a country in which every citizen has a part of the public power. — *Buisson.*

THE GREATEST OBSTACLE to free government is the prevalence of the mob spirit,— that spirit which robs men of their individuality, molds them into an unthinking, stupid aggregate, and thus makes them the fit tools of political trickery. The disintegration of mobs can take place only by making the art of accurate, independent thinking a universal accomplishment. When men learn to do their own thinking, and, withal, think accurately, the government may safely be entrusted to the hands of the sovereign people. Every subject, however elementary, may be taught in such a manner as to inculcate the habit of exact thinking; and there is no subject, however exalted in itself, that may not be so stupidly taught as to have no determinate educational value. Spelling may be made an easy introduction to the art of classification, the very basis of the logical process; and it has been observed by a French author, that, "to secure correctness of judgment and soundness of reason, nothing is more valuable than the critical study of the sense and acceptation of words." Teaching that does not stimulate thought is valueless; and that teaching is

best which does most to induce in the mind of the people the habit of exact thinking. This high art is within the compass of all grades of teaching. The humblest country school may be a very mental gymnasium, while the titled college professor may wholly miss one of the highest ends of the teaching art.— *The Educational Weekly.*

WHAT A GOOD SCHOOL DOES FOR A COMMUNITY.—It makes it better every way, and if well supported it will do all for it that the most sanguine friend of education could wish it to do. A gentlemen told me once that after remaining away from his native place for ten years he found on his return that everything had greatly improved. The young people seemed more intelligent, and the children on the streets so much better behaved than formerly. The change for the better was so marked and so apparent that he was led to inquire the cause of the great change, and was told it was all owing to the good school that had been in operation for years past; and so it is everywhere. Our schools may not be doing all they should do, but they are doing a great work, and so great that even their enemies are forced to see, and even at times to acknowledge it. The value of a good school cannot be overestimated.

CORPORAL PUNISHMENT.—A very large majority of the pupils of the public schools can be governed by moral suasion. The parents know it; teachers fully recognize it, and would scarcely consent to teach if it were not so. As a rule, also, the best teachers have the fewest cases of corporal punishment, often managing their school for weeks without an instance of it. Yet these same best teachers attribute their success in part to the fact that they have always had the power to maintain their authority by physical means, if intellectual and moral arguments failed. Undoubtedly, the easiest thing for a teacher to do with an unruly pupil is to suspend him. Then, for a month, if no longer, he is rid of all trouble from him. This effectually sets him back into the next grade, because he gets behind all his classes, and probably so thoroughly discourages him that he stays out of school altogether. Of course the school is purified. After a time, none but those who scarcely need a teacher to instruct them in good behavior remain, and all is lovely. "The well need not a physician." The physician in this case being paid a salary, is not concerned about the loss of his patient. — *Inter Ocean, Chicago.*

TEACHING means progress. Education is the result of motion Stagnation is death. The circulation of the blood keeps us alive. A dead teacher is surrounded by dead scholars — and they are not alive, even though they stand in classes or hold books in their hands. — *N. Y. School Journal.*

BESIDES political and economical motives, there is still another, the moral motive, which must encourage the United States in their zeal for public education. If the Americans expect their public schools to prepare citizens who shall be permeated with the national spirit, it is not less necessary that the young generation be imbued with sufficient moral principles; and to accomplish this the school is the principal, often the surest, instrumentality.— *Buisson.*

AT least one-half of the teachers of the country are mere school-keepers. One-half the better class of teachers, either fall into ruts or else leave the school room for some other profession. Only one-fourth of the children of this republic are in the hands of live, competent teachers. The school boys and girls of this winter are our teachers next winter. They assume the duties of the school room without any preparation for the great work incumbent upon them, and with little or no interest in their calling. — *J. Baldwin.*

FREEDOM IN TEACHING. — A thorough understanding of the lesson to be taught of course lies at the foundation of this freedom in teaching. One cannot give a very clear description of that which is to him as vague as "men who look like trees walking." Whatever the subject may be, this thorough understanding can be obtained only by patient study. No matter how long a teacher has been teaching a particular subject, when he comes to carry a new class through it, he needs to refresh his own mind upon it before going into class. When Arnold, who followed this rule, was asked why he took such pains, when these lessons had been prepared and taught so thoroughly in former days, he replied, "I wish my pupils to drink from a running stream, and not from stale waters." The teacher who acts upon such principles cannot fail to have freedom in his class.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. In a vote for treasurer, A. had three ballots, and B. five; but the word "treasurer" was not written on two of B.'s ballots; was he elected?

A. Yes, there could probably be no reasonable doubt what the ballots were meant for. If nobody called the election in question at the time, it is too late to do so now, for that reason.

Q. Can a treasurer demand payment for going after school money?

A. He can demand no payment for his time and trouble. If he has to hire a horse, or pay for his dinner, he may reasonably present his account to the district for allowance, if he wishes to.

Q. Last year, in fixing the terms, we voted a fall term, which was to extend past the annual meeting? Is this legal and binding?

A. It is not binding. The vote may be set aside, at annual meeting. In these matters, a district is expected to take action for one year at a time. To have a short fall term, which is a good thing, you should have your annual meeting the last Monday in August.

Q. After it is voted to have a male teacher, and some go away, is it legal for those who remain to change it to a female teacher?

A. It might be an unfair proceeding, but it is not illegal. Those who go away from a school meeting before adjournment, leave those who remain in possession of the powers of the meeting, one of which is to repeal or modify previous proceedings.

Q. Can an assistant teacher be employed, without a certificate?

A. "No contract with any person not holding a diploma or certificate then authorizing him to teach, shall be valid." (Sec. 438.) The requirement of a certificate is the legal protection of the district, as to assistant as well as to principal teachers.

Q. We have no stove or blackboard; can the board get them?

A. Yes, the board should procure necessary appendages like these, if they find them wanting in the school, and not wait for any vote from the district.

Q. How is the average of wages to be obtained?

A. The average rate of wages is usually obtained, for each sex, by taking the sum of the rates paid to different teachers, during the year, and dividing by the number of such teachers.

Q. If a boy goes into another district to work for three years by agreement, can tuition be collected, if he attends school?

A. The arrangement would seem to be in the nature of an apprenticeship. He would naturally be enumerated there, and so should be allowed free tuition, as a resident.

Q. If a boy who has been expelled from school insists on coming in afterwards as a visitor, must he be admitted?

A. No, not if his presence disturbs the school. If necessary, a warrant and an officer can be sent for, for his arrest, under section 4572.

Q. Can we introduce Latin into our school as a "foreign language," under section 447?

A. The provision as to "any foreign language" was intended as a sort of relaxation from the requirement that "all instruction shall be in the English language." In some districts where the people are all or nearly all German, they naturally wish their children to read and write German. To the extent of one hour a day, instruction may be given to this end, and in or by the use of the same language on the part of the teacher. Latin will be introduced, if at all, as one of "such other branches as the board may determine." It is not likely the teacher will attempt to talk Latin, or that his pupils will understand him, if he does.

Q. If a town establishes a free high school, does it thereby adopt the town system?

A. Not at all; the two things are quite distinct. But the wisest thing a town can do, if ready for a central high school, is to adopt the town system, make the town one district, under one board, and the central high school will be the head of the schools of the town.

Q. It has been said that a teacher's contract must be signed by at least two members of the board, and at a meeting of the board at which all are present. Is this correct?

A. The hiring of a teacher must first be "voted," at a regular meeting of the board, called as provided in section 422. If one member of the board refuses to attend, the action of the other two will be legal. The drawing and signing of the contract may be done then, or afterwards, as may be most convenient. The contract is evidence of a bargain between the board and the teacher. The majority of the board should not act in an arbitrary manner, because they are a majory, but pay proper defference to the rights and opinions of the third member.

CORRESPONDENCE.

BOUNDARIES OF WISCONSIN.

The following communication came to hand after the August number of the JOURNAL had gone to press, with a shorter correction of the error as to Canada's forming part of the boundaries of Wisconsin, which was furnished by "B." We give the communication now, however, as anything from the pen of the writer will always be accepable, especially on the subject of geography.—EDS.

EDITORS JOURNAL OF EDUCATION.—In the July number of the JOURNAL "An old Teacher" asks the question, "How is Wisconsin really bounded?" The JOURNAL answers, "Understanding by Wisconsin a certain political division, it is bounded on its several sides by the political divisions which surround it: by British America (Canada), etc."

Will the JOURNAL allow a correction to be made? In order to trace the boundary of Wisconsin in Lake Superior, take any map which has the boundary line between the United States and Canada marked upon it through the great lakes. Tracing this United States boundary line westward, we find it leaves Lake Superior at the northeast corner of the state of Minnesota, at the mouth of Pigeon river. Now if a straight line be drawn through Lake Superior from the mouth of Pigeon river, in a southwesterly direction to the mouth of Montreal river, it will divide Michigan on the east from Minnesota, and Wisconsin on the west. To trace the line between Wisconsin and Minnesota, start on a point on the line just drawn, midway between the mouths of the said rivers, and follow the middle of Lake Superior in a southwesterly direction to the mouth of the St. Louis river. These lines are described in the constitutions of Michigan and Wisconsin. If they are drawn upon the map as directed, it will be seen that while Michigan and Minnesota are bounded north by Canada, Wisconsin is not. In Lake Michigan and Green Bay, the boundary line of Wisconsin runs with the line of Michigan. Therefore, the political divisions that bound Wisconsin are Minnesota, Michigan, Illinois, and Iowa.

Just a word more about "regarding Wisconsin as a name for a certain peninsular-like portion of land, and giving its boundaries as such, * * * as North America is bounded."

Have we any right so to regard Wisconsin? "Wisconsin," as the name of a state, means one of two things: either a certain political division, with prescribed boundaries, or the body politic dwelling within those boundaries. When we bound the state of Wisconsin, the former definition is obviously our meaning of the word "state." The name "Wisconsin" is, therefore, not correctly used, if applied to a natural division of land; but, on the contrary, the name "North America" is correctly used when so applied, because when we say "North America" we mean a natural division of land, and not a political division. In bounding natural divisions it is certainly correct to bound them by natural divisions, as nature bounded them; but in bounding political divisions it is necessary to bound them by political divisions, as man has bounded them.

When we say "the United States is bounded west by the Pacific Ocean," we may appear to bound a political division by a natural division, but in reality we do not; because a certain portion of the ocean adjacent to the coast belongs to the United States, and the line which separates that portion from the "high seas" is just as truly a political boundary as the line that separates us from Canada, that part of the ocean known as the "high seas" being itself a political division, the boundaries of which are fixed by international law. When we say "North America is bounded west by the Pacific Ocean," we mean a different thing. We speak then of the actual shore line where the land and water meet. In the first case we bound a political division, and in the second, a natural division by a natural division.

What follows? That Wisconsin is bounded north by Minnesota and Michigan, east by Michigan, south by Illinois, west by Iowa and Minnesota; and that the lakes and rivers are not boundaries of Wisconsin in any true sense of the word, but only natural features of its boundary.

Oshkosh. ROSE C. SWART.

The conclusions reached by the writer are doubtless scientifically accurate. But even the scientific man, though he may use a chronometer for scientific purposes, sets his watch by the town clock; not because he thinks it gives the true time, but because his dinner hour and other daily appointments are regulated by that time.

Wisconsin, as a political division, is bounded as has been stated. But Wisconsin, as signifying the land or region in which we live, is bounded, in part, in the common conception and in common parlance, on the north and east by lakes Superior and Michigan; and these bodies of water in turn are bounded, in part, on the south and west by "Wisconsin." This *third use of the term* is recognized in our common books of reference. When it is stated, for instance, that "Wisconsin" is between 86° 53′ and 96° 50′ west longitude, and extends from 42° 27′ to 47° north latitude; that its greatest width is 258 miles, and its greatest length 302 miles (which is on range 4, west); and that its area is 53,924 square miles (Johnson's Cyclopedia), it is evident that the "Wisconsin" thus described is only the land part, and that the description takes no account of those portions of lakes Superior and Michigan which come within the political jurisdiction of Wisconsin as a state.

Lippincott's Gazetteer (1879) gives a similar description of "Wisconsin," bounding it on the north, in part, by Lake Superior, and on the east by Lake Michigan. We cannot say that the description is not open to criticism.

EDITORIAL.

THE new subscriptions to the JOURNAL OF EDUCATION have reached, since last January, nearly four hundred. Doubtless, two hundred more will be added by the close of the institute season. We are under many obligations to County Superintendents and Institute Conductors for their generous efforts in inducing teachers to subscribe for the JOURNAL. The commendations of our recent work

as editors, which we have received from several sources, are gratifying. Of course, we have lost, during the year, some of our subscribers, but not as many as usual. The main body of our readers seem firmer and more appreciative than ever before.

As is observed from the pages of the Journal, we give an earnest support to all the educational interests of the State. We publish items of information and articles discussing these interests, as fully as we are able to obtain them. We desire that our readers should know the movements along the whole line of progress in the schools. Still, we are directing attention more largely to those points in which special improvement is attempted to be made by the State. Primary instruction is coming more prominently to the front. The larger and more stable attendance of the children upon the public schools is especially demanded. Better qualified teachers and a longer tenure of office of these teachers, as essential to the most rapid growth of our schools, are urged in many quarters of the State. The proper grading of country schools is occupying the minds of many leaders among us.

We solicit articles, brief and practical, on educational topics, from teachers and school officers of the State, for publication in the Journal. Items of news relating to the operations of our schools are always welcome. A few moments spent each month in relating on paper one's experience on some point in teaching, or in supervising school work, would supply us with a large amount of fresh materials for our pages. The exertion would help those who write the articles in more carefully examining the subjects which interest them. Our readers would be benefited in learning more fully the condition of our school operations throughout the State.

The State Superintendent expects to issue, during this month, a full circular on the introduction of the course of study in our country schools, and on the methods of securing better organization in these schools. The points to be considered on these subjects are, in some respects, exceedingly delicate. How far to press them has caused much study and reflection. Copies of the circular will be sent to all our County Superintendents, in sufficient number for them to distribute among their schools. They will be urged to send them first to those teachers and school officers who are most likely to put in operation the suggestions furnished. It would be a good plan for them to prepare a statement, to go with the circular, giving such explanations as they think it may need, and recommending the speedy adoption of the plans deemed necessary for completing the grading of the schools here mentioned. Let there be union of effort, and earnestness in this effort, at once, throughout all our counties.

The attendance upon the institutes this year will not be quite as large as it was last year. The county and State fairs have not attracted as great crowds of people as in some former years. The increase in the amount of work, occas-

ioned by the revival of business and by the bountiful harvest, has prevented many persons giving attention to other demands. Less number of young people than usual are seeking positions as teachers in our public schools, for they are now finding remunerative openings in the other occupations. Besides, a share of our teachers have had the conviction that the scheme of instruction adopted this year is not fitted to their necessities, and they have not, therefore, felt the need of studying it in the institutes. The results are showing that they are greatly mistaken, as the primary work so far presented in the institutes has been accepted as the most practicable and serviceable of any furnished for years.

NEW PUBLICATIONS.

ELEMENTARY LESSONS IN ENGLISH. Part I. By Mrs. N. L. Knox. (Teachers' Edition.) Boston: Ginn & Heath.

The mechanical methods, the stereotyped formulæ, the *hortus siccus* of the old grammar books, and of other school books, is all giving way to something more rational. The very word grammar is dying out, and this little book is one of a class that have life and freshness, and adaptation to the wants of children. The introductory part for teachers is especially valuable, both in its suggestions and in its warnings against a slavish following of anybody's methods. The series, of which this is the first part, is destined to find wide acceptance among enlightened and progressive teachers. Part II will be ready in due time.

THE LIFE OF AGRICOLA. By P. Cornelius Tacitus. Edited by Prof. W. F. Allen, A. M. of the University of Wisconsin. Boston: Ginn & Heath.

There is a peculiar recommendation for the use of text-books like this, in an ancient language — it is not a fragment — it is complete. Besides this, it is a biography, a most interesting form of composition, and a biography, as Professor Allen remarks, "of the modern type," a personal tribute of affection and admiration by one of his own household. Both editor and publishers have done their usual careful work.

INTRODUCTION TO LATIN COMPOSITION. Revised and enlarged. By Wm. F. Allen, Professor in the University of Wisconsin. Boston: Ginn & Heath.

This edition is enriched by some introductory matter, from the pen of Prof. Allen's brother, J. H. Allen, embracing the more elementary constructions of Latin syntax, and several other improvements have been made. Those who appreciate the importance of thorough drill in composition, in the teaching of Latin, will welcome this improved and enlarged edition of a well known and much esteemed work.

THE FIRST THREE BOOKS OF HOMER'S ILIAD. By Dr. J. R. Boise. Chicago: S. C. Griggs & Co.

This edition is the same, as far as it goes, as that of the First Six Books, which we noticed some time ago. It is issued to meet the wants of many preparatory schools, and that it is called for is a good sign.

THE PHILLIPICS OF DEMOSTHENES. Edited by Frank B. Tarbell, Ph. D., Yale College. Boston: Ginn & Heath.

The orations are preceded by a very readable introduction, which must greatly increase the interest of the student. The vividness and even vehemence of these orations, accompanied, neverthless, by a high artistic power and literary finish, must always render them attractive. As the editor well remarks, "in their power to stir the feelings, a power ever controlled by a perfect taste, they stand as models for all time." The editor's work seems to be well done.

THE GOVERNMENT CLASS BOOK. By Andrew W. Young. New edition. New York: Clark & Maynard. 300 pp. 12mo. Introduction price, 85 cents.

Mr. Young's books on government have become very favorably known. This new edition of the Class Book has been thoroughly revised by S. S. Clark, counsellor at law, and exhibits several improvements. The book is particularly clear and full on the machinery and working of the state governments, and is well provided with all needful apparatus for teaching purposes.

COLTON'S COMMON SCHOOL GEOGRAPHY. New York: Sheldon & Co.

The latest editions of this excellent geography, are well up with recent geographical research, and a new edition for 1880, which was to be ready about this time, contains new and valuable features in the way of maps. It will also be very attractive in pictorial illustrations.

NEW AND COMPLETE English-German and German-English Pocket Dictionary, with the Pronunciation of both Languages. By Dr. J. F. Leonhard Tafel, and Louis H. Tafel, A. B. Fifth edition. Philadelphia: I. Kohler, 911 Arch St.

This is a very compact and convenient dictionary, containing technical terms, in the arts and sciences, as well as ordinary words, and will meet the wide special wants of business men, of private students of the language, and of schools.

SPIRITUAL SONGS FOR THE SUNDAY SCHOOL. By Rev. Chas. S. Robinson, D. D., author of Songs for the Sanctuary, Spiritual Songs, etc. New York: Scribner & Co. Price, 50 cents, retail; to Sunday Schools, in quantities, 40 cents; a single specimen copy mailed to any pastor, superintendent or chorister for 25 cents.

The "Spiritual Songs Series" of hymn and tune books, begun by the issue of Spiritual Songs for the Church and the Choir, and continued by Spiritual Songs for Social Worship, is now completed by the publication of a volume for the Sunday School, which has been carefully edited and arranged by Rev. Dr. Robinson, with the assistance of Prof. W. F. Sherwin, and will fully meet the want of something which shall not only interest the young, but at the same time cultivate their taste in the direction of that which is higher and purer in poetry and music. The work is very neatly printed. Some teachers may find it useful.

THE WISCONSIN SCHOOL REGISTER. By James T. Lunn, Superintendent of Schools, Sauk Co., Wis. Madison: D. Atwood.

The advertisements of the publisher, in this number, set forth the varied and valuable contents of this timely aid to our school work, and its general plan and purpose. It is much more than a School Register; it will operate as an attraction, a spur, a guide, a test, to teacher, pupil, and people. To begin with, only intelligent and careful teachers can keep the register properly. As a very important part of the work of our schools, it should, in due time, be made a

point that teachers shall not be licensed or employed, who cannot or will not attend to this thing properly. We cannot jump to this in a day, but the statute as it stands, with the co-operation of superintendents and school boards, is sufficient, if put in force, to work a much needed reform. Every man, it is said, is adapted to do some special work; Mr. Lunn has evidently found his specialty, and has performed a work which must keep him in grateful remembrance on the part of all who desire the advancement of our public schools. This Register should rapidly find its way into every district in the state. We should add, that the workmanship — printing and binding — is all that could be desired.

EDUCATION. An International Magazine, Vol. I.— Sept.- - Oct.— 1880.— No. 1. Thos. W. Bicknell, Conductor. Boston: New England Pub. Co. $4 a year. Single number 75 cts.

We gave the announcement and purpose of this new enterprise last month. Besides saying that the first number comes to us in an elegant dress, as fresh as a May morning, we can do no better than to give the table of contents, which at once shows the reader the feast spread out to his acceptance: "Text-books and and their Uses"— Dr. Wm. T. Harris; "Harmony in Systems of Education"— Dr. James McCosh; "Educational Progress in the United States in the last Fifty Years"— Dr. Barnas Sears; "The Renascence and its Influence on Education"— Rev. R. H. Quick; "University Examinations for Women"— Miss E. T. Lander; "Persephone, a Poem"— Mrs. Louisa P. Hopkins; "A Southern View of Education"— Prof. E. S. Joynes; "President Hayes' Address on Education"— Rev. A. D. Mayo; together with solid editorials and some timely book notices. A fine engraving of Dr. Sears is also given. The number is a success, as the initiative of an important step forward in our educational work.

MR. THOMAS A. EDISON contributes an article to the October number of the *North American Review*, in which he states that he has succeeded in making the electric light entirely practicable for all illuminating purposes. He shows the advantages of electricity over gas, and explains how his system is to be introduced. He comments upon the unfavorable opinions that have been passed upon his work, and says that similar judgments were pronounced upon telegraphy, steam navigation, and other great discoveries. Other articles in the October number of the *Review* are: "The Democratic Party Judged by Its History," by Emery A. Storrs; "The Ruins of Central America," by Désiré Charnay; "The Observance of the Sabbath," by Rev. Dr. Leonard Bacon; "The Campaign of 1862," by Judge D. Thew Wright; "The Taxation of Church Property," by Rev. Dr. A. W. Pitzer; and "Recent Progress in Astronomy," by Prof. E. S. Holden.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

If an uneventful history is a prosperous one, as is sometimes said, the United States must be in the midst of a period of unexampled prosperity. And, indeed, this would seem true in the most literal sense. Gold continues to pour

into the country, at the rate of several millions a month. All kinds of business are active. There is employment for every one. Public enterprises are being pushed at an unprecedented rate.

The political campaign absorbs public attention, and yet it seems to be a tame one, comparatively speaking. Vermont gave 25,000 majority for the Republicans, as was expected. In Maine, the result is somewhat mixed. The Republicans have the Legislature and three Congressmen. The Greenbackers have two Congressmen, as before, and claim the Governor, though that is likely to remain in doubt till the official canvass in January.

A band of Apaches, under chief Victoria, has been giving Generals Hatch and Grierson abundant employment, in New Mexico and Arizona, for some months past. The proximity of the Mexican frontier adds to the difficulty of cornering him. The Mexican forces on the border are now acting in concert with ours, and a conclusion of the long chase is looked for soon.

Sitting Bull's Sioux are in northwestern Dakota, looking for subsistence.

The death of Ouray did not interfere with the negotiations with the Utes, as was feared. More than the required three-fourths of the Ute men have signed the treaty.

This year, for the first time, the government will attempt an actual census of the Indians. The work has been placed under the control of Major Powell, who, ever since his exploration of the great Colorado Canyon, has been engaged in geological and ethnological researches among the southern Indians of the Plateau Belt. Six months will probably elapse before the enumeration is completed.

The Chinese Commission, headed by President Angell, sent out to negotiate a new treaty with China, has arrived at its destination, but is likely to be delayed by the troubles with Russia.

The Schwatka Arctic expedition has arrived at New Bedford, after an unsuccessful search for the papers of Sir John Franklin, which were found to have been long ago destroyed by the Esquimaux children using them as playthings.

THE MONTH ABROAD.

The central point of European interest at present is a Dulcigno, on the Adriatic. This port was given by the treaty of Berlin to the little principality of Montenegro. The failure of Turkey to deliver it up, along with other dilatoriness, has led to a naval demonstration with the Great Powers. Their combined fleets are riding before the city, but actual resort to force is, as yet, delayed. England, so long the friend of Turkey, is now urgent for extreme measures, but France inclines to caution.

The English situation in Afghanistan is greatly improved. Gen. Roberts reached Candahar without hindrance and formed a junction with the column of Gen. Phayre. An advance upon the position of Ayoob Khan was executed with brilliant success, and at last accounts the English were in pursuit far on the road toward Herat.

France has had another "ministerial crisis." Premier Freycinet found him-

self out of harmony with the rest of the cabinet on the question of enforcing the laws against the unauthorized religious orders, they, with Gambetta, the real Republican leader, favoring a more severe and rapid procedure than he. He has therefore resigned and a new ministry of M. Jules Ferry, the author of the famous Educational Bill, has been formed. The policy of bringing all instruction under the direct control of the State is, consequently, likely to be vigorously prosecuted.

The royal pair of Spain has been greatly disappointed in the advent of a female heir. Girl babies don't count for much in Spain.

It is reported that actual hostilities between Russia and China have commenced, a Russian army of 74,000 on the march to Kuldja having been hindered by severe fighting.

The war between Chili and Peru still continues. The Peruvians are at the last extremity, but are making a desperate rally for the defense of their capital.

An interesting sketch of Roumania is omitted till next month.— [Edrs.

NOTES.

The Kindergarten, in the Oshkosh Normal school, opened with twenty pupils. The primary department is crowded.

Marshall Academy, in this county, we are pleased to learn, continues in successful operation, under F. W. Denison, A. M.

With seating capacity in the public schools for only 14,059 pupils, Milwaukee has 15,155 children enrolled in these schools last year.

Our readers will please notice the advertisement of the new School Register, by Supt. Lunn. It is now ready for delivery, and is already in demand.

Mr. W. G. Spence, county superintendent, writes from Mauston: "Our village has voted to raise the sum of $7,500 for the purpose of erecting a new school building."

Prof. Hosea Barns, of Kenosha, has been secured as the principal of the public school at River Falls, Pierce county. His salary is $1,000 a year. This place has just completed a model building for a school of six departments.

On the 20th of September, Mr. John G. Fleming, superintendent of schools in Burnett county, tendered his resignation. The law requires his successor to be elected at the general election in November, after which he can at once qualify.

Prof. H. S. Baker, the former county superintendent of Pierce county, has been engaged as the principal of the Franklin School at St. Paul, Minn., at the salary of $1,200 a year.

The town of Wheatland, Kenosha county, has erected three new school-houses this summer. At the last annual meeting another district voted to build a school-house—making the fourth this year.

Mrs. Little, Superintendent of the Institute for the Blind, writes that the Association of Instructors for the Blind in this country, hold their next annual meeting in 1882, at Janesville, instead of 1881, as we stated last month. This association meets once in two years.

Supt. Sommers, of Shawano county, writes: "I hereby tender my hearty thanks to you for sending us so genial and faithful a laborer as is Prof. North, to conduct our institute. I can say that he has gained the affection of all that did attend, and we are happy to live in the hope to greet him again another year."

Two graduates of the Whitewater Normal school go south,—W. L. Gordon, as principal of the Avery Normal School, at Charleston, S. C., an institution with four or five hundred pupils; and I. M. Buell, in charge of the Normal Department of Talledega College, Alabama.

CARROL COLLEGE, at Waukesha, opened its fall term with so small an attendance that the trustees have decided to discontinue the school for the present. Prof. Reed, the principal, has been engaged to take charge of the classes in the Boys' Industrial School at that place.

H. W. ROOD, the principal of the Omro High School, writes: "The village people have put new floors into my room, reseated with Sherwood's furniture, and made many much needed improvements, so that we are proud of our school-house. The pupils are highly pleased, and the prospect for a pleasant year's work could not be better."

THE advertisement of the "Compound Oxygen," unlike most announcements of the nature, is deserving of attention. It is not a drug or a medicine, but simply the great invigorator of the human system, brought to bear with increased effect, for those who need it. See President Parker's testimonial, last month.

A SUBSCRIBER for the JOURNAL OF EDUCATION from Clinton, Rock county, writes: "Please extend my subscription for the JOURNAL one year. I cannot afford to be without it. The more I think of the work done at our institute at Milton, the better I appreciate it. It was the best institute I ever attended."

MR. GEORGE F. WELLS, who has taught very successfully at Unity, Marathon county, takes the charge next year of the graded school at Arcadia, Trempealeau county. He writes that he attended the institute at Blair, and that "we had a fine institute. The kindest feeling prevailed among the members. Certainly, it must have a good result on the schools of this county."

THE WEST BEND *Democrat* states in regard to the institute held there last, that "in point of number of teachers and regularity of attendance, it is the best attended, and most successful institute ever held in this county; and we take pains to congratulate Prof. A. R. Sprague, of Black River Falls, and Prof. G. T. Foster, of New Lisbon, for their attention to the duties assigned them."

AN ATTENDANT upon the institute at Omro, says: "The institute has been interesting, and very pleasant. Prof. Graham came up in his best mood, and soon secured the sympathy of all present in his efforts, so that the very best of easy, friendly feeling has prevailed throughout. His remarks upon school organization and management were the best I ever heard; and all were of the same opinion in regard to them."

J. H. EVANS, President of the Board of Normal Regents, writes from Platteville, under date of September 15th, as follows: "School opened on 7th, unusually full. All seats taken in primary and intermediate,—grammar and normal not quite all taken. Teachers were all here at opening, and all appear to be well rested and ready for work. The new addition is progressing finely. It will be ready for water-table and first floor joists by the 20th. I have no doubt of its being under roof by the latter part of November."

SUPT. GREENE, of Marathon county, writes in reference to the institute held last month at Wausau: "Under the skillful management of Prof. Graham, the course of study for ungraded schools was fully developed. Language lessons from the reader of Appleton's series, and Grube's method of teaching primary arithmetic, presented in his own happy mode, rendered the work intensely interesting. The teachers can now go to their schools better prepared to teach the branches needed by the pupils attending primary schools."

RETURNS from the present series of institutes, show the attendance of those which have closed to be as follows: Manitowoc, 107; Platteville, 77; Elkhorn, 94; Oconto, 25; Blair, 88; Pepin, 46; Mauston, 96; Cedarburg. 55; Montello, 68; Depere, 74; Wausau, 40; Omro and Neenah, 96; Chippewa Falls, 57; Appleton, 71; Viroqua, 122; Menomonee, 68; Waukesha, 116; Marinette, 17; Sheboygan Falls, 123; Fennimore, 78; Osceola Mills, 49; Richland Center, 77; Prairie du Sac, 69; West Bend, 57; Milton, 58; Darlington, 82; West Salem, 52; Wauwatosa, 44.

IN the institute at Fennimore, Grant county, the percentage of attendance during the session of two weeks, was 96.56. In the insti- at Montello, Marquette county, with an enrollment of 68 members, the number of days' absence was only 12, and five of these occurred from the sickness of one person. Another five of these days must be reckoned on the withdrawal of three teachers before the close of the last week. The whole number days' attendance was 554.

The work done by Messrs. Gould and Burlew at Montello, appears to have been very successful and satisfactory.

PROF. L. D. HARVEY, who conducted the institute at Sheboygan Falls, writes: "The working spirit of the members of the institute was most excellent. I can see a marked difference in the character of the work done

and the professional spirit displayed by the teachers of this county now, and what they were three years ago, when I had charge of the institute at Plymouth. Supt. Grogan has done much to develope a higher standard of teaching, and is in full sympathy with not only the teachers but the inhabitants of the county who are not teachers. It is a pity that there are not more county superintendents like him."

THE Palmyra *Enterprise* says, in giving an account of the Jefferson county fair, held last month, as follows:

The school exhibition at the fair was one of much interest, and we think in this the County Agricultural Society have inaugurated a good work, and one worthy of the encouragement of every man, woman, and child in the county. A permanent building at a cost of about $500 has been erected upon the grounds, and the amount of cost was mostly raised by school exhibitions and donations from the pupils of the different schools in the county. The exhibits in this department, under the charge of Superintendent C. L. Hubbs, was well worthy of the attention of every attendant at the fair.

THE FOLLOWING resolutions were adopted at a meeting of the Teachers' Institute at Waupaca:

WHEREAS, Prof. A. A. Miller has been among us for the past two weeks as the conductor of our annual institute; and

WHEREAS, Through his earnest efforts, ably seconded by County Superintendent L. L. Wright and others, this institute has been made eminently profitable and interesting to its members; be it

Resolved, That the teachers of Waupaca county tender them our sincere thanks for their efficient and impartial administration and instruction.

Resolved, That our thanks are especially due Prof. Miller for the efforts he has put forth to elevate our ideas of a teacher's character and mission.

Resolved, That on leaving this place, he carries with him the regards and good wishes of this institute.

OF THE INSTITUTE for Pepin county, Prof. B. M. Reynolds wrote us last month as follows, but the item failed to be inserted:

"Yesterday we closed a successful institute at Pepin, as good, I think, as last year. There were not as many visits by outsiders, but the teachers were earnest and attentive, and it is very certain that their enthusiasm has been roused, and that they have received a powerful impulse, so that they will do better work with their next schools. We enjoyed the institute very much. We worked the syllabus as closely as the nature of the case allowed. The primary work at first did not create so much interest as the work heretofore, but as the institute advanced the interest was as good as could have been expected. The last afternoon was spent in a sort of conference meeting, each member of the institute stating what new views he had got from the exercises, and wherein he felt that he had received profit. It was a profitable season."

THE institute at Pepin adopted the following resolutions, and requested their publication in the JOURNAL OF EDUCATION:

"The teachers of Pepin county, assembled in institute held in the village of Pepin, commencing August 16, 1880, adopt the following resolutions:

"*Resolved*, That we recognize the beneficence of our state in establishing and sustaining a uniform system of normal instruction, the benefits of which, as a powerful auxiliary of effective school work, we heartily appreciate; also, that we recognize the wisdom of the state committee on institutes in selecting for instruction the primary work outlined in the scheme.

"*Resolved*, That we further express our appreciation of the effective work done by conductors B. M. Reynolds and J. H. Gould, also the interest taken by County Superintendent J. H. Rounds in behalf of the institute.

"*Resolved*, That we will use our utmost endeavors to practice in the school room the instruction received.

"*Resolved*, That for the able lectures of Supt. Whitford and Prof. Reynolds we tender our thanks; also to the school board, and M. E. Church for the use of their rooms."

SUPT. MCCLEARY, of Pierce county, has issued a scheme for grading the rural schools of his county. He says, in his circular to the friends of the common schools: "Having felt, as a teacher, the need of some such arrangement, we have spent considerable time and thought in mapping out, for the common schools of Pierce county, the following course of study. It is based upon the course for the ungraded schools of Wisconsin outlined by a committee from the State Teachers' Association, headed by our faithful and efficient State Superintendent. We propose to adapt to the ungraded schools a system that has long been in successful operation in schools of higher grade, the two main features of the system being: 1. A definite course of study; 2. An honorable graduation of those who complete the course. Those pupils in the several schools of a town who are recommended for graduation by their respective teachers, are to be examined by the county superintendent assisted by two competent persons. To those found qualified, the common school diploma will be granted. An examination will take place annually in each town, except that in certain cases the pupils from two towns may be examined together."

SUPT. HAUGHTON, of Vernon county, writes, "Our institute closed a few days ago. It has done us all good." He gives the following advice in a circular to the officers and patrons of the schools of his county:

"Instruct your officers to procure the services of a good teacher, irrespective of salary or sex. I am sorry that so many of our younger teachers have got into the habit of underbidding one another for schools, and I am still more sorry that school officers encourage this by engaging the *cheapest article*. It is to be regretted that ladies and gentlemen filling one of the noblest professions should so dishonor that profession, and become so demoralized. It is also possible to adopt a false and ruinous economy by hiring mere children at low wages; and then requesting that they be licensed to teach an especial school. There are sufficiently good and experienced teachers in our own county for our county's schools. Encourage them by employment, and by liberal remuneration, and see to it that the school is frequently visited. Further, if possible keep the old teacher in the old place, if he or she has done good work. Frequent changes are hurtful. Pulling down and building up by various methods of teaching is injurious to any school, and this must result from frequent changes when so few of our teachers are normal trained."

SUPT. TILLINGHAST, of Chippewa county, publishes the following in a circular to the district boards of his county; "It is an old and generally prevalent custom in the country school-districts, to leave the matter of building fires to the teacher, without any special understanding on the subject. Under such circumstances, the teacher rarely feels under any special obligation to build the fire early enough to have the room comfortable by nine o'clock. As a consequence, that part of the day in which the school room is not comfortably warmed, is wasted. Instead of giving attention to study, the children are engaged in a struggle for a position near the stove, or enduring the cold as best they can. In any event, no study can go on while children are suffering with cold. There should be a definite understanding *who* is to build the fires, and *when* they are to be built. Whoever does it should be paid for it, and then require the work to be done at such a time that the school room will be thoroughly warmed when the time comes for opening school. A small sum expended for such work will save time for the regular work of school that would otherwise be lost. A good supply of dry wood is of great importance. Few school-houses in Chippewa county are so well constructed that they can be kept warm with green wood. There is no excuse for having poor or green wood in a place where wood is so plentiful and cheap."

PROF. HAILMANN writes thus to the *Kindergarten Messenger:*

The proceedings of the National Educational Association at Chautauqua were of a character to encourage the most sanguine hopes of the friends of the new education. All papers we heard manifested an earnest spirit of progress, a growing appreciation of the truths taught by the most advanced apostles of childhood. Calls for all-sided development of all the powers, for freedom on the part of pupils and teachers to follow nature's laws in the work of education, for teachers thoroughly acquainted with the needs of child nature, for the evolution of character as the weightiest outcome of education, for the right of children to be complete children, so that they may grow up to be complete men and women, — were heard on every side. The mechanizing influence of text-book teaching, the destructive tendency of excessive memorizing, the demoralizing effect of the idleness to which children are so often condemned in the school-room, the ravages of pedantry and routine,— were denounced in the most positive terms. The need of new methods of life and work — and, hence, of new methods of education,— fitted to the new truths, the new aims and means of our age,— seemed to be felt by all; and Froebel, who was scarcely recognized as an educator eight years ago at the Boston meeting, was by many heralded as the one who can, alone, satisfy this need. Perhaps, to one who has attended all the meetings of the association and witnessed the successive phases of onward growth, the progress made during the past eight years seems gradual, even slow: to us who have had no opportunity to attend them since the Boston meeting, it appears overwhelming in all directions. We came away fully impressed with the fact that truth is, indeed, able to fight her own battles, and that all we pigmies can do is to follow her."

WE CLIP this paragraph from an excellent circular by Supt. Buell, of Dane county, addressed to the qualified electors of his district:

"In most localities it is customary to divide the school year into two terms, a winter and a summer term. Where school is maintained for more than five months, I would respectfully suggest the wisdom of dividing the school year into three terms: a short fall term, a winter term, and a short spring term. By so doing, you can retain the same teacher throughout the year; the children will be in school at that season when they can do the most mental labor, and when their presence is least required on the farm, and your school will be out before the exceedingly hot weather incapacitates both children and teacher for work. It would also facilitate the adoption of a course of study, and the grading of our

country schools. In most localities a teacher is employed for but one term. He goes into the school with no knowledge of the work his predecessor has done. He finds all confusion. It takes him nearly a term to determine the status of the school. At the close he goes to other parts, leaves no record of the work done, and some stranger takes his place, to be in turn succeeded by some one else. Each district board should adopt a course of study, should see that the school is graded, should retain a teacher as long as he does good work, and should require him, at the close of each term, to leave a record of the work done by each individual scholar, so that a new teacher coming into the school may see at a glance what each scholar has done, and where he properly belongs."

MISS AGNES HOSFORD, county superintendent, has issued a circular to all persons interested in the schools of Eau Claire county. We clip from it these paragraphs: "It is the almost universal custom to leave the matter of kindling fires entirely in the hands of teachers. They not being paid for that part of the work, do not feel under obligations to be at the school-house early enough to have it comfortable before nine o'clock. As a consequence of this, half of the forenoon is lost. It is useless to expect children to give attention to study when they are uncomfortable. When a teacher is engaged for the winter term, there should be a definite understanding as to *when* the fires shall be made and by *whom*. Do not expect the teacher to do janitor's work without pay for it. The act passed by the legislature in 1879, "to secure to children the benefit of an elementary education," has thus far received little attention. A proper consideration for the rights of children should insure for them at least twelve weeks' instruction in school, and all persons having the charge of children should observe this law. School officers should see that its provisions are known and understood. In many districts the terms are so arranged that school is in session during the severest cold of winter and the extreme heat of summer. The school registers invariably show a great decrease in attendance after the first of July; in some schools fully one-half the pupils cease to attend after that time. Few country schools have more than seven months school in the year, and terms surely might be arranged that would better suit the convenience and interests of pupils."

THE STATE SUPERINTENDENT is making special effort this year to ascertain what portion of the children of the State, between 7 and 15 years of age, were last year in attendance upon our public and private schools. The census taken in Milwaukee, shows that of 19,189 children of this age, only 9,949 were enrolled in the public schools. The number attending the private schools is not given.

REV. F. M. WASHBURN, formerly principal of the Elroy Seminary, has been engaged for the same position in the Evansville Seminary, which opened in September, under the auspices of the Free Methodist Churches of Wisconsin and adjoining States.

THE DIRECTORS of the National Teachers' Association have fixed upon Atlanta, Ga., as the place for the next annual meeting, provided satisfactory arrangements can be made with the hotels and railroads. The city of Atlanta has a high elevation above the sea, and is hence very cool in summer, and as healthy as any northern city.

THE act of 1880, passed in England just ten years after the principle of direct compulsion was first somewhat timidly introduced, completes the work, so far as legislation is concerned. By it direct compulsion is made universal, and the whole population now comes under the operation of compulsory by-laws.

THE United States Bureau of Education has lately issued a circular containing ninety-six pages on the "Summary of the Legal Rights of Children," by Mr. S M. Wilson. It is taken from the collection of school laws of the different states, and the peculiarly full and comprehensive collection in the congressional library. This circular is in two parts, the first treating of the rights of children in general, including education; and the second giving a comparative view of the systems of education in the different states intended to give effect to these rights.

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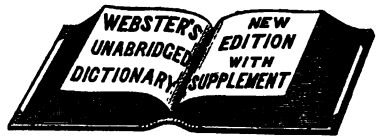

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THE GRADING SYSTEM FOR THE COUNTRY SCHOOLS.

OFFICE OF STATE SUPERINTENDENT,
Madison, Wis., September 27, 1880.

To County Superintendents, District Boards, and Teachers of Public Schools:

I. PRELIMINARY EFFORTS.

The time has arrived, in my opinion, for a general movement to be made throughout the State to establish a more definite system of instruction in the ungraded schools. Already a large amount of efficient work has been done to secure this object. In 1878, a course of study for these schools was unanimously adopted by the Wisconsin Teachers' Association. It was soon published and circulated widely among the teachers and school officers of the State. The same year, it was recommended for use in these schools by the institute conductors who attended their annual meeting. Since that time, it has been issued on three occasions by the Institute Committee of the Normal Regents as a part of their syllabus of instruction to the teachers. Its principal points have, in the past three years, been repeatedly explained by the conductors to the members of the institutes. Addresses upon the subject have been presented by myself and others before popular audiences in many sections of the State. Some county superintendents have issued circulars which contain this course of study with certain modifications, and with directions for its proper introduction. A few county associations of teachers have forcibly advocated it, as a most important auxiliary for securing the immediate improvement

of the country schools. Its different features have been investigated by committees appointed by our teachers and county superintendents, and their views in favor of it have been expressed in elaborate reports. During the past year, the State Teachers' Association have urged "the State Superintendent to issue, at the earliest day practicable, a pamphlet which will present, in full detail, the course of study for the ungraded schools, and to distribute it largely among the teachers, county superintendents, and school boards of the State." At a previous meeting, this body also requested him to suggest in a general circular, "the practical means by which such a course can be used at an early day in the ungraded schools."

II. Who must establish this grading system.

The State directs, through the Revised Statutes, what elementary studies shall be taught in every district school. "Other branches" may be pursued, "such as the district board may determine." There is no general authority for prescribing the arrangement of these studies into a definite course and the methods to be used in teaching them. The State Superintendent, in the exercise of his powers of "the supervision of public instruction," is required to diffuse, "as widely as possible," "a knowledge of existing defects and of desirable improvements in the instruction of the schools." But he has no power to enforce the adoption of any course of study or any method of teaching. He must supply information on these subjects, and he can advise teachers and school officers what action to take.

The duty clearly belongs to the boards and teachers in charge of the common schools to construct this course and adopt these methods. The law expressly states that the district board shall "advise and consult with the teacher in reference to the methods of instruction, management, and government, and exercise such general supervision as is necessary to carry out the provisions" of the statutes on common schools. This duty does not belong to school boards alone, but to these boards and the teachers conjointly. When the course of study is devised, and when the procedure is selected for introducing this course, then the district board should use all its power in sustaining the teacher in establishing it in the school, and in inducing pupils to observe it in pursuing their studies. The right of the board in this case is strengthened by the provision which gives it the "power to make all needful rules for the government of the schools established in the district." That teacher is not qualified to assume the

management of a country school, who does not understand the present need of furnishing a better system of grading the instruction given in such a school; and that teacher is very unfaithful in the performance of his duty, who does not co-operate with the board in the establishment of such a system. Let me earnestly entreat each board and each teacher in charge of an ungraded school, to recall the instruction on this subject which has been supplied through our institutes and other sources. Let me urge them to examine carefully the plans set forth in this circular, to put them into vigorous execution, and to adhere to them until they are incoporated into the management of the school.

It is made the duty of the County Superintendent "to recommend to school officers and teachers the proper studies and management of schools." It is enjoined upon him "to inquire into all matters relating to the course of study" and "mode of instruction." From these statements it is evident that the framers of our law intended that the County Superintendents should exercise some degree of power in devising courses of study and methods of teaching for the schools, and in securing their adoption by school boards and teachers. They should note the defects in the course followed in each school, and show its board and teacher how these defects can be corrected. It is clearly within their province to point out to each teacher the imperfect and false methods which are practiced in the work of studying and teaching the elementary branches of his school. They should insist that the teachers under their jurisdiction shall attend the annual institutes, so that they may be instructed upon these important points. They should impress upon their teachers, at the county associations, the value of systematizing and invigorating the work done in the schools. On their visits of inspection of the schools, they should ascertain whether the classes are graded according to the course which has been adopted, and should mark the ability of the teachers in the management of the schools, in accordance with their success in using this course. On these occasions, they should call the attention of the teachers to articles on this subject which frequently appear in our educational journals, and to the suggestions on the improved methods of giving instruction in the different branches, which are found in our best works on the art of teaching.

Our County Superintendents have much greater power in placing in operation courses of study and methods of teaching than they generally exercise. In fact, in their hands is the most effective agency

for introducing this grading system into the country schools. The responsibility of its general adoption and continued use depends very largely upon their energetic and skillful administration. To establish it may greatly increase their labors, but these should be gladly undertaken for the benefits which must accrue to the schools. They should first perceive the imperative need of improving the instruction in the ungraded schools, they should become thoroughly acquainted with all the features of the scheme herein proposed, and so long advocated in the State, for supplying in most part this improvement. They should, in each county, send out circulars in which they endorse the suggestions of this scheme; and, if they think best, reduce to the minimum the items arranged in the course of study, or expand them into the fullest details. Knowing clearly the excellencies and defects of the ungraded schools, they should exactly adapt their modifications of this scheme to the conditions of these schools. To such formidable hinderances as they may meet in the apathy or opposition of district boards and patrons of the schools, they should present a warm and intelligent advocacy of the new measures, in their interviews with these persons, and in their public addresses.

III. The Fundamental Principles.

The object in view is to establish, in the organization of a school with a single department, the principles which are observed in the graded schools. It is not expected that all the methods of operation in the latter schools can be applied as fully and with the same exactness in the former. Still there can be designated regular steps in the progress of the elementary instruction. The order of the studies can be arranged on their natural relations to each other, and with reference to their rational adaptation to the developement of the faculties of the child. A definite end can be presented for the pupils to attain in pursuing their studies, and a fixed course of action covering several years, to which they must conform in reaching this end.

The fact that there is only one teacher in the ungraded school presents no insuperable difficulty. The essential point in this system is the adoption of a definite course of study which embraces the branches required by law to be taught in the school, is really fitted to the capacities of the pupils, and satisfactorily qualifies them for their future work. The next particular consists in requiring the pupils to observe this course in all its important and successive details. These matters can be accomplished as certainly under one teacher as

under many. The presence of children from the primary to the grammar grade in a single room, furnishes no practical obstacle. By some suitable method for keeping the records of the school, the work of the different grades can be made distinct, as in the schools of our villages and cities. The promotion of the pupil from one study to another, from one grade to another, and his completion of the whole course, can be accurately determined as the result of an efficient system of examinations. The truth is, where there is only one teacher, and the children of all grades are gathered in a single room to be instructed by that teacher, there is the most need of a thorough organization.

In the system of grading country schools, the element of time cannot be used in the pursuit of the studies as strictly as in the present graded schools. The attainments of the pupils in the prescribed branches, whether gained in three years or in five, must be the almost sole means of ascertaining their progress. Where the general supervision is not as complete and effective, the teacher must exercise greater care in drilling the classes in their work,and in securing more exact mastery of the subjects or books studied by the pupils. The different grades or sections of the studies composing the course must be as few as possible and most clearly outlined, otherwise the minds of the children will be confused in the effort to follow the course. In the preparation of the course, and in determining the methods of instruction under it, the proper freedom of the teacher in applying them both should be respected. The fundamental principles and the philosopical methods of teaching the common branches can be faithfully observed; and still sufficient scope can be allowed for each teacher to work "according to the bent of his own individuality."

IV. The Principal Obstacles.

The obstacles to be encountered in the establishment of this grading system, should be known and carefully weighed. The principal ones are the following: (1) The irregular attendance of the pupils; (2) The frequent changes of the teachers; (3) The short terms of many schools, and the varying length of the terms; (4) The lack of uniformity of the text-books; (5) The unbalanced education of the older pupils; (6) The absence of any reliable record of the work done by former teachers; (7) The unwillingness of many district boards to put into operation such radical changes as this system demands; (8)

The indifference of parents to the highest success of the public schools, and to the thorough education of their children in even the common branches; (9) The inability of many teachers to understand the necessity of introducing a definite course of study, and their disinclination to exert themselves properly to establish it in their schools; (10) The want of confidence in the utility or practicability of the system, as shown by some county superintendents; (11) And the largeness of the field which must be occupied by each supervising officer, preventing very often the necessary concentration of effort in securing the introduction of this scheme.

V. The advantages considered.

The obstacles noticed above can be most effectually and speedily overcome by the adoption of the system for grading the schools in the rural districts. They are also the chief hinderances to the progress of the schools themselves. No greater service can be performed for public education than to effect what is here contemplated. Many of the same difficulties have been experienced in the organization of our graded schools, and they have in a great measure been removed. Evidence shows that wherever similar plans have been adopted for systematizing the instruction and classifying the pupils in the country schools, they have tended, in those places to improve the attendance of the pupils, making it larger and more regular. In providing a definite system of instruction, it checks the tendency to the constant changes of teachers, and it lengthens the terms in many schools, making them, in the elementary ones, more uniform in this respect. In some districts, it has already aided in correcting the evils arising from too great a diversity of school books. It removes, more than any other expedient, the irregular and unbalanced culture, limited though it be, in many pupils from sixteen to twenty years of age. This system requires that the pupil's mind shall be symmetrically developed, and that he shall be adequately fitted for practical life by the careful study of all the common branches. It serves to prevent the advancement of pupils to higher grades of study, when not entitled to such promotion by their attainments in scholarship. It supplies a most healthful incentive to the pupils to complete the full course of the elementary studies. Too often the case occurs that they are compelled to pursue the same parts of the same subject, term after term, until all ambition is dead and no serious effort is made to advance in knowledge. A definite course of

study helps the pupils to do more work in a given time, as it divides their work into successive steps, and thus shows them how much they must accomplish, and how fast they are progressing. It decides for each incoming teacher, by the complete records which are kept, what branches each pupil is prepared to take up at the opening of the term; and it guides the teacher in arranging the programme of the recitations and the hours for study for all the pupils in his school. It educates the people of the school-districts, both parents and school boards, so that they will soon demand that the instruction given the children shall be more systematic and complete. Upon proper trial, many teachers become enthusiastic in the support of this scheme; and, with the changed conditions in their schools, they performed more satisfactory work before their classes. It assists each county superintendent in ascertaining the precise instruction given in each school; and it enables him, when adopted throughout his county, to direct more judiciously the entire work done in the schools therein. It induces economy in school management, as it reduces, by establishing a thorough classification, the number of daily recitations usually heard in our country schools. It encourages the use of the most approved methods of teaching every step in the several branches pursued in these schools; and, therefore, the employment of the teachers who are best versed in these methods. It prepares a school to be governed more easily, as it supplies the most influential motives to guide the pupils in their work. Children moving from one district to another, experience less difficulty in finding their proper position in the new school, as the instruction in all the districts is quite uniform in consequence of the grading. It paves the way for the formation of high schools in the towns, or adjacent villages, by the graduation of pupils in the studies of the common school course.

VI. The Essential Points in this System.

The successful organization of our ungraded schools depends mainly on the following points: (1) The course of study; (2) The classification of the pupils under this course; (3) The programme of the daily exercises; (4) The arrangement of the examinations for promotion, with the graduation of the pupils at the close of the course; (5) A simple and yet complete system of keeping the school records.

Let us examine these points in the order here presented.

(To be continued.)

PRIMARY INSTRUCTION.

WRITING LESSONS FOR LITTLE FOLKS.

How shall we interest these little folks in the writing lesson? Let them *write.*

Children like to talk, and next to talking comes this wonderful sign-language, writing. Let the little folks write often to learn to write, as you let them talk often to learn to talk, and read often to learn to read. But when you hear them talk or read, you are ready to prompt them, so that they will not fall into wrong practice. They need just the same care on your part when they write. Watch their fingers. Prompt them when they make the written signs, as you do when they make the spoken ones. Written language should follow very close to spoken language, with the child. He has to repress his voice in a great measure when in school. His mind is bubbling over. Let some of this mental energy work out of his fingers. Let him write as often as you can; never to tire him; never in a hap-hazard way; but under your eye, with care, with thought, with interest.

I know of no elementary branch, into which more life and interest can be put, than the writing. It gives children something real to do. It is visible. Above all, it can be read. A child's first writing is to him truly wonderful. Do not confuse the child's mind with theoretical analysis, nor give him fragments of letters to write. The favorite method of teaching seems to be, first, a wearisome practice on elementary lines and fragments of letters; next, a tedious drill on isolated letters and disconnected words; and finally a monotonous procession of copy-book saws and proverbs. This dull routine has robbed writing of its highest charm as a medium of expressing thought, and has placed the greatest obstacles in the way of both teacher and pupil. How would it seem in reading, if for many months, the child was required solely to articulate letters, syllables, and words, disconnected from any thought? Whatever might be his gain in enunciation, would be at the expense of all natural effort and interest.

Make the writing more a natural process. Give your pupils at the start a complete idea, a whole letter. As soon as they have learned a few letters, let them build up little words; and as early as possible, let

them write easy phrases and sentences. Let children write thoughts as you let them read thoughts; and give them something interesting to write, as you give them something interesting to read. Their writing thus becomes a language to them, the same as their reading and speaking.

Talk to the children a great deal about the writing. Tell them about the letters, so that they will feel acquainted with them. Help them to see how much like the printed signs the written ones are. Write the letters on the blackboards, and attract the eye of every pupil by what you say about them.

The analogies between different letters will be a fruitful theme. We take the little dotted letter first, and study it, and when the children once learn to make it, they have only to double it, and leave off the dot, and they have a second letter, *u*. Then, again, the teacher takes small *n*, and shows the children the two parts of the letter. They learn to know these parts, and how to make the letter from them. The teacher tells them if they just double the first part of *n*, and add to this the last part, they will have another letter, small *m*.

In this way, children will get to be as sure of each letter they write as they are of each word they speak. It is possible to educate their minds far ahead of their fingers; but the latter will catch up, and will soon do better work for the child's knowing more about it. Illustrate freely on the blackboard; associate pleasant ideas with the letters; make the writing always a recreation to the child — never a task. — L. D. SMITH, *in Primary Teacher.*

SYSTEM IN SPELLING.

According to promise, I send you a copy of my method of teaching spelling. First, I use Webb's sentence method. While pupils are going through the first time, I teach them to print the words; when they review, I teach them to write them; when they begin Model Reader No. 2, I first require them to learn to name the words at the beginning of each lesson rapidly, at sight. This having been accomplished, I place upon the board from eight to twelve words for a writing lesson; this they copy on their slates at this and also at the next recitation.

In the first lesson in Webb's No. 2 we find some words ending in *ing*. This syllable I require them to commit to memory, telling

them it will occur frequently. Then I assign one-half of the words for a spelling lesson, which must be brought to class written upon their slates, and then read from them, after which they spell them orally. I do not begin with the member at the head of the class, but with any member whom I may choose; and I pass the words around the class until each member has spelled every word in the lesson. *Ed* being the next suffix that occurs, I require the pupils to learn this in the same manner as they learned *ing*. Next they learn *er*, *est*, *tion*, *ly*, *in*, *ful*, etc. When I place upon the board a word containing a syllable or syllables which they have learned, I do not apprise them of this, but let them make the discovery for themselves. This is work they love; in fact, the whole process of learning the spelling lesson they accomplish as if it were a work of enjoyment rather than a task. After having learned the syllables *in*, *er*, *est*, and *ed*, they will spell the word *interested* the first time they see it, *t* being the only part of the word that is new. We call the syllables which we have not learned, "new," those which we have learned, "old." The class will spell any word preceding page 90, in the Model Second Reader, whether long or short.

The average of the class pursuing this method is seven years. The writing the words in three styles keeps the little fingers employed, teaches habits of industry, makes expert penmen, and teaches neatness; for, if written on dirty slates, or in a slovenly manner, the work must be erased and re-written. It also saves many a case of discipline; for if little fingers are not usually employed, they will be sure to find mischief. In addition to this, it teaches the habits of observation in discovering the old and new parts composing words put on the board for the first time. Very little folks tell the numbers of the parts in each word, but not the names of the parts, until they are older. They should never remain idle during the hours of school, but their employment must be changed at least once in twenty minutes. Then they will have no desire to remain idle.

I neglected to mention that the pupils pursuing my method of spelling entered school for the first time last spring term. We have none of the old practice of students remaining after regular hours to study the spelling lesson; but the pupils love their spelling lessons, and love their school. They will cry and raise a storm at home if their parents wish them to remain from school in inclement weather.

On the whole, I think I have fifty-four of the nicest little folks in the State of Michigan, or even in the United States. Sickness and

removals are the only causes which prevent the average attendance of our school from being perfect, or, in school phrase, 100. This method of spelling works so well that I wish it could be practiced in every primary school in the country.—A. M. KELLY, *in Educational Weekly.*

TEACHING LANGUAGE TO CHILDREN.

I have been deeply interested in the articles which have appeared from time to time in *The Journal*, on the best method of teaching language to children. Like many of my fellow teachers, I was taught to analyze and parse Pope's *Essay on Man* and Milton's *Paradise Lost*, but as to speaking or writing good English,—that was never thought of. Perhaps, though, I ought to except our occasional "compositions" on such subjects as "Procrastination is the thief of time," "Honesty is the best policy," etc.; but the more these exercises resembled angels' visits, the better we liked them. I actually believe I have wasted time enough, as pupil and teacher, in wrangling over knotty points in Milton and Young, to learn a new language, to say nothing of learning to write my own correctly and fluently. The ghosts of those murdered last-hours in the afternoon, when the small scholars had been sent home, and the decks were cleared for action, still haunt me. Then the discussion waxed hot and long, whether Milton meant "barbaric kings," or "barbaric pearls and gold;" or whether that poor Roman soldier who, for some daring deed that trespassed on the laws, was

"In dungeon low, chained down,"

occupied a room in the basement or had a short chain. The gathering shades of night alone put an end to the conflict.

But my object at this time is not to rail at the past, but to detail my present method of teaching language to my pupils. The exercise which I will describe, was with a class of boys and girls whose average age was about thirteen. It occurs usually once a week, although copying and writing from dictation are required every day, and sometimes several times a day. It is wholly by this means that the children get their practical knowledge of the correct use of capitals, of punctuation, and, I might say, of spelling. As soon as they can write they begin to copy from their Readers; soon dictation from the same source follows, at first only a sentence or two, but gradually in-

creasing in length as they advance in age and ability. But to the exercise in question.

Last night, just before the afternoon session closed, I read to my class the story of "The Cats that went to Law." Those of my brethren who were brought up on Pierpont's "Young Reader," will readily recall the fable with its accompanying illustration, where his Honor sits perched on a barrel with the scales of Justice in hand, while the two "parties" sit, one in each corner, watching the proceedings with anxious faces. I read the fable very slowly and distinctly to them twice, occasionally varying from the words of the book, in order to make the impression on their minds as vividly as possible. It was very evident they had never heard it before, and were much interested in it. By the way, in passing, have you never noticed how much more interested young folks are in fables, where birds, beasts, and fishes, stocks and stones talk, than they are in historical facts and descriptions? My assistant accounts for it on the ground that the historical "fact" is generally false, while the fable is æsthetically and morally true.

This morning I called on four members of the class in succession to rise in their places and tell the story. Any teacher who has listened to the stumbling, broken sentences of children when they first attempt to do a thing of this kind, will appreciate the value of this part of the exercise. After each one had finished, his language was criticised both as to the fitness of the words chosen to express his ideas, and as to the grammatical construction of his sentences. This criticism must be conducted in the most kindly and judicious manner, or more harm than good will be the result. Every effort must be made to make the children feel perfectly at ease, and express themselves with the utmost freedom. Any such thing as harshness or ridicule would wholly destroy the usefulness of the exercise, and defeat the end in view.

Next, each pupil took his slate and wrote the story out carefully, using his dictionary whenever in doubt about the spelling of a word. Whenever any new or unusual word occurs, or one they would not be likely to find in their small dictionaries, I write it on the board, and finally each one copied his work carefully on paper.—BENJ. F. MORRISON, *in National Journal of Education.*

SELECTED.

HOW GRADATION SECURES SYSTEMATIC CULTURE.

A course of study embracing the *eight* branches is being generally adopted by most of the counties in Indiana. This is comparatively a recent move. It was set on foot by a few far-seeing, wide-awake and philanthropic educators some six or seven years ago. The wisdom of this new departure is now universally acknowledged. The adoption was with a view to the gradation of the country schools. Gradation has been adopted in most of the towns and cities, and the question naturally arose, "why not grade in the country also?" If it is a good thing in town and city, why is it not a good thing in the country? County superintendents found it very difficult and irksome to visit schools where there is no definite course of study adopted, and no systematic plan of advancing the pupils. Hence, several of these gentlemen began to plan and devise systems for their several counties, which they, through much tribulation, introduced into their schools. The result was a new impetus, and a new life to the schools. A crude system is better than no system at all. The matter has progressed, however, until crudity has, in a great measure, given place to a well-defined maturity. But why seek to systematize, or grade the common schools? We answer, in order to the highest and most systematic culture to the children of the state. Culture, so far as the mental endowments are concerned, is the chief end of all education. Culture is cultivation, without which no well-matured and abundant harvest is reaped. The same great law of development and growth applies to the training of the infantile and juvenile mind in order to the highest results of a full and healthy maturity, that applies to the development of a grain of corn into a large and well-filled ear. Proper cultivation produces the latter, soil, sunshine, and shower being well proportioned; proper and systematic training in the schools secures the former in the domain of mind. Has the training in our schools, hitherto, given the best possible culture to the children? We answer no. Why not? Because there has not been, until of recent date, any recognized principle of imparting instruction to the children in our schools. It has been esteemed enough for the state to do in discharging the duty it owes to the rising generation, to secure an acre

of ground, build a school-house upon it, hire a teacher, and put him to work in it as may seem best to him, and when the school is out, pay him off, without any word of inquiry whether the great end of putting him into the school has been attained, viz., the systematic culture of the physical, moral, and mental natures of the children. We speak of these three divisions of culture, since under the common school law of all the states these three are provided for in the law. It is too common to confine our notions of education simply to the mind, leaving out the moral and physical. It is a Latin maxim, "*mens sana in corpore sano*," a sound mind in a healthy body. We may add to this maxim, *moralitas pura,* and then it would read, "a sound mind and a pure morality in a sound body." This expresses the full design of the culture designed to be in our schools. But we are free to affirm that comparative failure has hitherto attended much of our effort in this direction. In grading the schools, however, we inaugurate a new era, wherein a systematic culture can surely be given to our children and extend, in a degree, to the parents. This is evident from a few considerations like the following:

1. *A complete drill is secured to them in all the branches.* Heretofore it was, to a great extent, optional with the teacher whether he taught with reference to completing these branches or not. He was allowed to teach on those branches, and parts of branches, which suited him the best, or suited the children and their parents the best. Many teachers have hobbies, and if they are let alone they will ride these hobbies from the opening of the school to the end thereof. A teacher of this sort will, of course, neglect to teach many things in the curriculum the law provides, resulting in a one-sided and imperfect culture. But gradation puts a stop to this, and requires a thorough drill in all the branches, resulting necessarily in better culture. The better culture of the mind secured by systematic gradation tends to better morals, and we may say also to a healthier body. All observation shows that good mental training reacts beneficially on the moral and physical constitution.

2. Not only is a complete drill secured in all the branches, but it is secured *in harmony with the age and advancement of the pupils.* They are required to go up, step by step, as one who ascends a ladder. No whim of the teacher, or of the child or parent, is allowed to interfere with this regular and systematic going up. The result is that, at the close of the common school course, the pupil has a culture that fits him for the active business of life, without even ever entering the

threshold of a high school or college. This is just what we want our schools to accomplish in the way of culture.

3. But this complete drill in all the branches in harmony with the age and advancement of the pupils secures *a continuation of this culture in after life.* The school is largely for the purpose of forming tastes and habits which are to continue long after the pupil has left the school. If proper habits of systematic study are formed in school by the boy or the girl, these habits, to a large extent, will be continued through life, giving a life-long culture to the man or woman. No proper habits of study can ever come from the teaching in schools without a system of gradation. Of course there are some exceptions to this general rule. Some pupils of rare genius and native love for knowledge will learn, whether they are taught well or not. They readily form habits of study and retain them, but the great mass of children are not so; they have to be trained patiently and systematically in order to form these habits. If they are carefully taken through, grade after grade, to the completion of the common branches, they will form habits of study, and secure a mental and moral culture that they will be disposed to cherish and build upon during all life. Without this patient training from grade to grade in school, they would cease with the school to study, and wear away their lives in a listless indifference to the culture of their triune natures.

4. But the effect goes beyond the school — the parents' attention is drawn to the school — they receive a high culture. It is astonishing how some of our oldest citizens make rapid progress in the common school studies when they get interested in the progress of their children in school. It gives them a new start in culture. Perhaps six months was the extent of their school days, and, to make the matter worse, poor teaching at that. They had lost all interest in their own personal advancement, content to pass the remainder of their days in trying to add to their material resources, hopeless for any higher addition to their wealth. Some afternoon in the mild September the children come home with the strange announcement that the teacher has graded the school. The father and mother begin to investigate what this means. They find it means that their little ones are placed in certain grades or classes, and will be required to keep up with them. This raises a desire to help them, that each may maintain an honorable standing in his grade, and be promoted in due time. In this undertaking to aid their children they begin again their own culture. They become, in a modified sense, school-teachers them-

selves. They rub the rust off, and study up the books in order to aid their little ones. This is the result of the gradation of the schools, extending the benefits of culture to the parents, and to others outside of the school interested in its welfare.

We deem that we have said enough to make evident our position that the gradation of our schools promotes systematic culture. This position being true, how important that all school officers see that their schools are brought into complete system, and not suffered to lapse back, if once graded, into the old state of confusion from which a noble effort has been made to redeem them. Let no backward steps be taken, but let the watch-word be onward and upward, *Excelsior.*—*The Common School Teacher.*

PRACTICAL WORK OF THE SCHOOL ROOM.

Should a pupil be told what he can find out for himself?

As a rule, a pupil should not be told what he can find out, *in reasonable time*, for himself. Pupils should be trained to rely upon themselves as much as possible, so that they acquire a habit of self-reliance — a very necessary qualification in the character of man or woman. But many incidental questions arise during recitation, and at other times, which the pupil could answer, though the inconvenience of doing so, occasioned by not having at hand the proper sources of information, would be greater than the advantages to be derived from it. To illustrate: If while hearing a class in physics I should use the term meter, and should be asked the meaning of it, I would not say, "Go to the arithmetic and find out the meaning yourselves." I should tell them at once, and so make a better use of the time. Still I am of the opinion that a prevailing prominent error in our system of instruction is giving too much assistance — telling too much. It is producing a crop of imitators. The pupil who is helped all along the way will be neither able nor willing to "paddle his own canoe," or if he attempts to do so will be ingloriously capsized.

How far should a pupil be assisted in the preparation of his lesson? Just so far that he may know how to go about the preparation of it in a proper way. If the lesson is unusually difficult, it is proper for the teacher to point out the difficulties and suggest their solution, but no more. Pupils should be taught that the lesson is a trial of their strength, and that to fail is to acknowledge defeat, but that to suc-

ceed is to score a victory. I think, too, that by helping pupils a good deal, they come to distrust their own ability, and this is, in many cases, disheartening and enervating.

What is the difference between teaching and talking? Teaching is communicating to another the knowledge of that of which he was before ignorant. It is educating. Talking is familiar or unrestrained conversation. Now, to communicate knowledge or to educate, some conversation is necessary. (And I would say here, in passing, that the conversational plan of teaching is the proper one for quite young people.)

But teaching differs from talking in that the former is not unrestrained conversation. In teaching, conversation has a special aim, and that is to hold the minds of the pupils closely on the subject of the lesson, resolutely refusing to entertain irrelevant thoughts, or give expression to them. In talking, restraint is kept at the minimum.

The design is to make all hands feel free and easy; and this is done by purposely avoiding all mental effort. In teaching, the minds of both teacher and taught are on the the alert, ready and eager for *work*, and not play. The subject is developed and presented in a logical way, the end being kept in view from the beginning to the close of the lesson. In talking, the mind throws off its guard, throws down its defense, and solicts and gives expression to ideas relevant and irrelevant, sensible and nonsensical. No attention is paid to the critical and logical elaboration of a subject, because that requires effort. Those who are in the habit of playing teacher in familiar intercourse, instead of instructing or pleasing their audience, usually bore them. The teacher who is in the habit of descending to familiar talk with the class on the lesson in hand, will be considered by the pupils a capital fellow, but no teacher.

In teaching, the pupils do most of the speaking. In talking, the teacher does the most of it. I have known teachers who, instead of having pupils recite to them, seemed anxious to recite the lesson to the pupils. When the teacher is well prepared, this will assume the form of a lecture, but when unprepared, will become attenuated into the air, or degenerate into mere gabble. Sometimes a teacher should talk, once in a while should lecture, but his main business is to *teach*.

Should a teacher confine himself to the printed questions of the author? The principle referred to and the remarks made in reply to the question concerning the use of text-book by the teacher in recitation will apply here. Besides, a pupil may answer the printed ques-

tion correctly, and yet not know the meaning of it. In short, it is better for the teacher to make his own questions, even if they are not quite as good as those in the book; because if he depends constantly for his questions on the book, he will never acquire the art of questioning.

Why are the "leading questions," or questions that can be answered by Yes or No, objectionable? "Leading questions" are useful in recitation when it is desirable to have a pupil commit himself when he purposely or otherwise refuses to come to the point. But they are usually objectionable, 1. Because they provoke very little effort on the part of the pupil as to thought, and none at all in the expression of it. If there is no effort required in the recitation, no effort will be made for it. 2. Because the teacher has to do all the reciting, and it is not his business to recite.

Should the teacher reject partial answers, and require every answer to be expressed in good language and in a complete sentence? Of course, every answer ought to be given in good language. I do not think, however, that *every* answer should be in a complete sentence. When a single pupil is asked a question, I think the answer should be in a complete sentence, when that sentence is not necessarily stereotyped. For example, take the following questions: What is the capital of Ohio? Ans. Columbus is the capital of Ohio. What is the capital of Pennsylvania? Ans. Harrisburg is the capital of Pennsylvania. What advantage have these complete sentences over the mere words Columbus and Harrisburg? Those who say every answer ought to be a complete sentence should require their pupils to say, "There sixteen drams in one ounce, there are sixteen ounces in one pound," etc. But when the sentence admits of variety of construction, and hence some ingenuity and effort on the part of the pupil, then they should be required; for one purpose of the recitation is to train pupils in correct expression.

In questioning a class as a whole, either the answer in a single word, or the stereotyped sentence is to be preferred to the other, because if each one of a dozen had a different sentence, there would be a Babel of confusion, and no answer understood. — *Penn. School Journal.*

Habits of politeness are of inestimable value, but those of rudeness are hard to be overcome. Habits have been compared to handcuffs, easy to put on and difficult to rid youself of.

THE ART OF TEACHING.

The art of teaching may be defined as a skillful application of the science of teaching in the school-room; or, in other words, the application of the laws of a natural and national education, based upon a study of the nature of the child to be trained. The guiding principle in the art of teaching may be condensed into the following statement: It is what the child does for himself, under wise direction, that educates him. The untrained and unskilled teacher holds that children are educated by what is told to them, or by what they memorize from text-books. To him all children are alike—vessels to be filled to the brim with facts. To him children have but one faculty, that of memorizing words. He does not educate them; that is, draw out, train, and discipline their faculties; he does not awaken their curiosity, and lead them to observe and think for themselves; his process is purely mechanical, as if he considered his school a factory, and the boys and girls as so much raw material, to be turned out the desired manufactured article. For him there are no educational authorities. He teaches just as he would if Pestalozzi, Froebel, Spencer, Arnold, Mann and Russell had never thought, observed, discovered and written. He teaches just as he was taught, in the "good old way" of our fathers, the stupefying effects of which some of us had the misfortune to experience a quarter of a century ago; a "way" which is still followed in many country schools, in some city schools, and in not a few high schools and colleges. This way is self-perpetuating by blind imitation. It is impervious to criticism, and will die out only when the species of untutored school-keepers shall be regarded as fossils in a past educational formation.

The following are a few of the unscientific and inartistic methods characteristic of too much of our "school-keeping:"

1. A blind adherence to the text-book in use.

2. The *verbatim* recitation of memorized lessons, without reference to ideas.

3. The failure to aid pupils in thinking, by suitable explanations.

4. Telling everything in advance, and giving pupils no chance to find out anything for themselves.

5. In arithmetic, requiring the logic of problems before thorough training in adding, subtracting, multiplying and dividing numbers. In wasting time on technical "school-masterisms," instead of concentrating the attention upon essentials.

6. In grammar, by requiring definitions, parsing, conjugations, and rules of syntax before practice on sentence-making.

7. In geography, by memorizing the answers to a multitude of map questions, to which the child attaches no correct notions, before laying a foundation of ideas drawn from the personal observation of local surroundings.

8. In history, by memorizing useless particulars before taking leading events.

9. In botany, by taking books before plants.

10. In physics, by taking text-book statements and omitting experiments.

11. In reading, by training children to call words which convey to their minds no correct ideas.

12. In drawing, by drudging upon lines, angles, and geometrical forms, before the delineation of common and interesting objects.

In view of the charlatanism and empiricism to be found both in courses of study and methods of instruction, we may be tolerant of the opinions of those who assert that there is, as yet, in our common schools, neither an art nor a science of teaching.

A State Superintendent, who had made, during a long term of office, hundreds of visits to all classes of country schools, declares that he never once saw a teacher conduct a recitation without a text-book in hand; that he seldom saw either teacher or pupils at the black-board; that he never saw a school globe actually in use; that he never saw a teacher give an object lesson; that he never heard a lesson in morals or manners; that he saw but one school cabinet; that he never saw a reading class trained to stand erect and hold a book properly; that he never heard a teacher give a lesson in local geography, and he never found a school where children had evidently had one; that classes, when asked to point north, uniformly pointed upward to the zenith; that he never heard a spelling lesson dictated in which the teacher did not mispronounce one or more words, and that he never found a school where the pupils had been taught to write a letter either of business or friendship.

An examiner in one of the ten largest cities in the United States says that he found many classes of primary children, who had been to school for three years and had never made a figure or a letter upon the black-board; that lessons in "oral instruction" were written on the black-board by teachers, copied into blank-books, and memorized by pupils; that the school globe was seldom used; that most of the

teaching consisted in hearing *verbatim* text-book lessons; that pronunciation was slovenly; that pupils were trained neither to think nor to speak; that half the recitations were conducted in writing; that pupils were kept up at high pressure by frequent competitive written examinations; and that the anxiety of teachers seemed to be, not to develop the faculties, but to cram the memory to pass the "annual examination."

Such bungling teaching is a natural outcome of the popular notion that any person who has been "educated" can become a teacher without a special training in the science and art of teaching. There is no class of teachers so hopelessly unprogressive as those who have grown wrong headed from untrained experience, and who are ignorant of their own ignorance of skilled methods. It is this class of pedagogues that Carlisle has so graphically made immortal: "My teachers were hide-bound pedants, without knowledge of man's nature, or of boys', or of aught save lexicons and quarterly account books. Innumerable dead vocables they crammed into us, and called it fostering the growth of the mind. How can an inanimate, mechanical verb grinder foster the growth of anything — much more of mind, which grows not like a vegetable (by having its roots littered with etymological compost), but like a spirit, by mysterious contact with spirit — thought kindling itself at the fire of living thought? How shall he give kindling in whose own inward man there is no live coal, but is burnt out to a dead grammatical cinder? My professors knew syntax enough, and of the human soul this much: that it had a faculty called memory, and could be acted on through the muscular integument by appliance of birch rods." — JOHN SWETT, *in Cal. School Report.*

OBJECTIVE TEACHING IN ELEMENTARY SCHOOLS.

In considering the many points at which objective teaching touches education, and of which there is only time to mention a few, it has seemed to me that its first, and one of its most powerful effects, is in arresting the attention of the child. The attention once attracted, and the means of attracting it recognized, these means can be used again and again, to fix the habit of attention. To establish this is, of course, the greatest secret of success with children; but it is of the value of the habit to the grown man and woman that I wish to speak. We all know that the attention of children is easily arrested by an

appeal to the senses. A picture, a flower, a strain of music, is like a spell in its effect upon a class of children that the most impressive lecture would fail to subdue. Pestalozzi recognized this, and it was the great engine by which he quieted his disorderly crowd of children, and brought them to a state receptive of knowledge. It seems a mere truism to say that nothing can be learned without attention; but it is not till we consider how many things which are full of truth and beauty pass before our very eyes and yet are lost to our minds, simply because we are inattentive to them and give no opportunity for their lessons to reach us, that we realize the full meaning of the words.
* * *

As a natural consequence of the power of concentrated attention to a limited number of facts, comes the training of the perceptive faculties. Objective teaching of course aims directly at this. It is needless for me to point out this fact, and equally so to enlarge upon the importance of trained and accurate observation in every kind of service, in every station of life; and to remind you that the time for training the perceptive faculties is in childhood, and that no future efforts can make up for the lack of their development at the proper time. I only touch upon it here, feeling that all your experience since leaving this school, has grounded you more firmly in your belief in this great fundamental principal of normal instruction, and go on to speak of another valuable habit of which, as it seems to me, the germ is planted in childhood by objective-teaching, the habit of self-reliance, of independent thought and research.

A child is taken from his play with his toys, with which he has been experimenting in true philosophic style, testing the properties of every object he can lay hands on, taking nothing on authority that he can find out for himself by actual personal observation. He is taken to school and introduced to the world of books, peopled by the shadowy, intangible symbols of thoughts and ideas left by untold generations that have passed away, symbols for which he has no corresponding ideas in the limited number of facts which he has acquired. The child is, of course, at first bewildered. His little voice sounds strange to himself, echoing through those vast, dim halls. Things that before were real to him, take on new forms in the gloom, and gaze at him with strange looks. Soon, however, with the undeveloped power which children have of adapting themselves to new circumstances, he learns to accept these shadowy symbols. He stifles his own convictions and takes the new learning which is offered him.

He too, can respect words; and so long as he does so obediently and tamely, all goes well.

Meanwhile what has become of the spirit of free inquiry, that found its answer only in actual proof by his own senses? What has become of his self-reliance? Once he learned without the help of any one, by many experiments and manipulations, deeply interesting to himself, though perhaps not so interesting to the object of his study, that pussy had curiously-shaped eyes; that her fur was soft, and that she preferred to have it stroked in a particular direction, that she had paws that could scratch or caress, as they became in turn armed with claws or cushioned with velvet. But now all these interesting bits of information or facts,—which, if he turns his attention to the sciences, will all be carefully relearned,—must be put aside. Now he learns that c-a-t, for some unaccountable reason, spells *cat;* not the cat of his affections, but a new and shadowy cat, haunting spectrally the vast and dim abobe his mind is now to dwell in,—c-a-t spells *cat*, and that is all it will be safe for him to mention. Meanwhile his future investigations with real things are to be confined to play-hours, while the serious business of life, on which his present reputation and future welfare depend, is to consist of receiving doubtful information at second-hand, and putting it away where it will be least inconvenient to himself, and yet most easily brought forth when occasion demands.

It is easy to see that the habit of self-reliance, of independent research, may lead to a hard, uncompromising materialism; but it is for this very reason that, it seems to me, children ought to be encouraged to become acquainted, while they are children, with the manifestations of the powers of nature. Familiar with the various forms of animal and plant-life, from their earliest childhood, and associating all the wonders of nature with their innocent pleasures, and with the lessons of the love and goodness of God that come to them with every new knowledge of His work; and learning all this before subtle questions of the origin and destiny of life have come with riper years and more intricate studies without losing their self-reliance they are more reverent and humble than if, in after years, the whole realm of science is opened to them at once, and in the new freedom of personal investigation and untrammeled thought they lose themselves in the wilderness of theory and hypothesis. If we remember what real education is, that its sole value lies in the training and development of the powers of the mind, we shall see the more clearly the value of objective teaching. * * *

Let the child, then, be surrounded by things upon which he can try his powers freely; let him see, hear, and handle,—then almost unaided, or at least so far as one can tempt him to further investigations, he will reap the precious gain of habits of self-reliance, of accurate observation, and of thoughtful, reverent attention. — Miss FLORENCE DIX, *in the Nat. Jour. of Education.*

WHISPERING.

Many teachers are fretted and troubled by the whispering of their pupils. They ask, "How can we stop whispering?" Suppose we put this in another aspect and ask "How shall we prevent their wanting to whisper?" The usual way is to have a rule against it and a penalty. So much is dedueted from their standing, or they are made to stay in at recess or after school. But let the teacher give the pupils employment, and then they will not be likely to whisper. "An ounce of prevention is worth a pound of cure." It is not well to make a rule against whispering. Let the pupils know that you do not want it done, and then try the effect of employment. At all events do not consider the scholar as a reprobate if he will whisper. Reflect what you would do under the same circumstances; reflect further that teachers are very apt to whisper when together. And if a pupil whispers, it is not absolutely necessary to rap on your desk and look crossly at him. The world will not fall to pieces if one or ten whisper each day. Be brave, then, and do not be frightened if one whispers.

Let us now see how it can be stopped, for a school room that is full of noise and confusion is an unsightly spectacle. Noise and study are incompatible. Explain this to the scholars and enlist their aid in the matter. Make them find that you want to make the room pleasant; that you do not want them to be troubled and harassed by others interrupting them. These plans may be tried to accustom the children to abstain from speaking.

(1) Ask them to go without whispering for a half-hour, or hour, and at the end of that time ascertain who have succeeded, letting them raise their hands. Commend their success; give them a little rest, and then let them try another period.

(2) Have a period set apart for speaking, by having a large card marked "Study Hour," on one side, and "Needful Speech," on the other. At the end of each hour turn this card.

(3) Keep an eye on the noisy ones, and give them a separate place to sit, not so much as a punishment as to prevent them troubling others.

(4) Keep a record of those who whisper much, and class them as "Disorderly," and lower their standing for good behavior. This needs to be handled with care.

(5) Detain those who are noisy, and try to influence them by a kind personal talk.

(6) Appoint some of these as monitors.

(7) Give extra employment to those who seem to have time to whisper.

(8) Make a great distinction between those who whisper about their studies and those who whisper about mischief.

(9) Dismiss in the order of orderly conduct as you have noted it — saying I will dismiss in the class — (*a*) "Those who have seemed to me to be successful in managing themselves; these may stand — James, Henry, etc., etc." After dismissing these — (*b*) "Those who have seemed to me to be moderately successful; these may stand — William, Mary, etc." After dismissing these — (*c*) "Those who have had the best success; these may stand — Susan, etc." Then dismiss these.

There are many other methods, but the above carefully applied and followed by close personal attention will generally suffice.— *N. Y. School Journal.*

VENTILATION.

The requirements for good ventilation in a school are, that the air shall be furnished in a fresh volume of from 40 to 100 cubic meters (1400 to 3500 cubic feet) hourly to each scholar. If the room is spacious, there may be 300 cubic feet of space per scholar, so that the whole air contents of the room are required to be evacuated from five to twelve times an hour! while, if the room is of moderate size, say 200 cubic feet per head, the change must go on faster — the entire contents must be changed once every 8½ minutes! And this can be done, and is done, without causing a draught. But we can see at once that if the room is crowded, and the air is wholly changed once in *four* minutes to correspond, the draught will be great. A closely packed room is not well ventilated for just this reason; the inmates cannot bear the draft. A certain amount of "elbow-room" must be given, or the air-currents will not be borne. There should be, therefore, about fifteen square feet of floor space for each inmate of the room.

To extract every eight minutes a school-housefull of freshly heated air, and send it up over the ridge-pole, would seem extreme folly to any one not acquainted with the facts and the necessities of the case; suffice it to say that the school-house is a peculiar place, a very closely packed place, and subject to those peculiar morbid influences which attend the close packing of human beings, and which are so distinctly proved to exist, that the death-rates of different cities are high or low in proportion to the number of people dwelling on the square acre. Fortunately, we have it in our power, by the judicious arrangement of flues and the liberal use of coal, to render these school-rooms as wholesome as the average dwelling-house. I do not say that this is generally accomplished, for it is not, even in enlightened cities.

There are certain contrivances for letting fresh air enter a room unwarmed without striking the scholars. One of the best and simplest is to place a narrow piece of wood under the lower sash. The effect is to leave a narrow opening between the sashes, which admits air in an upward direction.

Another plan is to use a wider board, and pierce it with one or two wide pipes bent at right angles and provided with valves; this, also, throws the wind upward. This is called the "Maine" ventilator. Sometimes it is modified by covering the inlet with tin, perforated with fine holes. The object in doing this is to prevent the inflow of a great volume of air in the form of a draught; but it really shuts out about three-quarters of the air. Then there is a contrivance for letting air enter through a sifter of cloth, in the upward direction; but the cloth can easily be perceived to lessen the ventilating effect most essentially. A better method for sifting the air (because simpler and cheaper) consists in tacking very thin flannel to a mosquito-frame, in the place of gauze, and inserting the frame as is usually done. If it is thought desirable, both sides of the frame may be thus covered. The plan is found effectual.— D. F. LINCOLN, *in School and Industrial Hygiene.*

WHAT IS THE USE?—This is a good question for the teacher to apply to all the routine of the school room. There are many useless things we do because we have seen somebody else perform them when he had reason for doing so. Let every one of our regulations be called to pass this test of utility and we shall be surprised to see how many could be abolished.

TRUANCY is probably the worst evil of school life, involving as it does the acting of a lie, and thus re-acting upon the moral character of the child. Any one will admit that the child who will act a lie is no better than he who tells one. How to overcome this evil of truancy, is one of the great problems of all large schools. It is a fact that many parents wink at the delinquencies of their children in this respect.

Truancy is promoted in this way: Many parents are exceedingly restive under the just requirements of the school in the matter of excuses for absence. When teachers, in the proper discharge of their duties, seek for some reasonable excuse for the pupil's absence, they are virtually (if not in so many words) told by the parent, it is none of their business.

Right thinking people are desirous that their children be held to a strict accountability; but parents in their hurry dislike to take time for writing excuses, and frequently express their impatience in terms not to complimentary to the teacher. Pupils soon learn how much annoyance the writing of excuses is, and it is an easy way out of the difficulty to write them themselves. Thus many a boy has taken his first lesson in forgery. Having learned how easy it is to pass muster in the way of excuses, it is but a step to truancy, as the truancy can be so easily covered by a forged excuse. If some parents were aware how much deception is practiced by their children, as soon as they are able to write, they would be greatly alarmed.

BE FRANK with your school. Frankness shows honesty and courage. Say just what you mean on every occasion, and take it for granted that you mean to do just what you say. If a pupil asks you a favor you should grant it, if it is reasonable; if it is not, tell him plainly why you cannot. You will wrong him and wrong yourself by equivocation of any kind. Never say a wrong thing to make your school think you are smart. Deal kindly and firmly with all your scholars, and you will find it the policy which wears the best. Above all, do not appear to be what you are not. If you have any fault to find with any one, tell him, not others, of what you complain. There is no more dangerous experiment than that of undertaking to be one thing to a scholar's face and another behind his back. We should live, act and speak in our school what we are willing should be known by the whole district. It is not only best as a matter of policy.

THE READING of our children out of school calls for greater carefulness on our part. Many teachers take pains about it, asking their pupils what they read, and helping them to read better books than they pick up by themselves. One teacher showed me, some months since, a blank-book, with a pupil's name at the top of the page, and below it the books which had been read during the year or a part of the year. It was delightful to see that the quality of reading was constantly improving under this gentle supervision, and I can think of no other means as more effective. But this was the doing of a single teacher; and other things done for the same purpose are, if not few, at all events far between. We want to work together, not in the same way, but with the same constancy, to change the current of children's reading, that it may make their minds fruitful instead of desolate.—*Boston School Report.*

WHAT IS IN A WORD.—Great is the influence of a teacher's mistakes. Pupils do not seem to remember the words we pronounce correctly, but if we teach a wrong pronunciation they seem to cling to that with wondrous tenacity, The teacher does not always think how important it is that he make sure of having all his words correct. His letting a word go wrong once may fix in many minds a wrong pronunciation that will last for life. We know a teacher who taught two boys to pronounce collier kōl yēr in a song which they gave at a school exhibition. The song proved popular and the town caught up the words and the error. We are very sure that if the pronunciation of collier had been left to the vote of the village the result would go against the dictionaries. Let us remember, fellow teachers, how important is our pronunciation of every word.

Interruption of the speech of others is a great sin against good breeding. In interrupting a speaker, you act almost as rudely as if, when walking with a companion, you were to thrust yourself before him and stop his progress.

OPPORTUNITIES are very sensitive things; if you slight them on their first visit, you seldom see them again.

THE more virtuous a man is, the more virtue doos he see in others.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. If a special meeting is called to vote on changing the site to a specified place, can it be changed at such meeting, to any other place?

A. This would not be admissible. Voters might have no objection to the proposed site, and so not attend, because inconvenient for them, and advantage should not be taken of their absence to vote on some other site.

Q. If three persons vote at a school meeting who are not entitled to do so, does that render the proceedings void?

A. It does not. All the measures adopted might still have been carried by a majority of legal votes. If, however, issue was taken in regard to any act of the meeting, and it was shown not to have been sustained by a majority of legal votes, it would be set aside.

Q. If a new district is formed, and the order cannot take effect for three months, or till the first of April, when is the property to be divided?

A. Not until the order goes into effect. Until then, the new district is not formed — does not exist. In the meantime, things continue as they were. School goes on, perhaps, and all enjoy its benefits, and the benefits of all ordinary expenditures, as before.

Q. What are the duties of a district director?

A. To countersign orders; to appear in behalf of the district, in law suits, and to prosecute the treasurer for any breach of his bond (section 442); to act, with the clerk, in the approval of the bond (section 443); to call special school meetings in certain cases (section 427); and to attend board meetings. It is proper for him to call school meetings to order, and to preside, if elected; and to preside at board meetings.

Q. Who is to make the district report, the outgoing or incoming clerk?

A. The law evidently expected that the outgoing clerk would do it, as the new one is not elected, under ordinary circumstances, until after the report is due. And even if the new clerk is elected the last Monday in August, the old one acts, or may act, for ten days longer, and as a rule he can better and more properly make the report than a new hand.

Q. Is there any law as to a janitor for schools and his duties?

A. Provision may probably be made, in the charters of some cities, for the employment of a janitor by the school board. There is no such express provision in the general school law, but section 435 authorizes and requires boards to obtain such services in this line as may be necessary, and not voluntarily rendered by teacher and pupils.

Q. Can a board procure seats, after a school house has been built, none having been provided for in the contract for the building?

A. It would be proper in this case for the board to procure seats, as necessary appendages to the school house, but it might be prudent to have a special meeting of the district on the subject.

Q. Has a board any power to shorten the sessions of the primary department to four hours in a day?

A. In a school where the little children can properly be dismissed and go home by themselves, a two hours session each half day may not unreasonably be deemed as profitable for them, with ordinary teachers and exercises, as sessions of three hours. It may also be convenient to have the teacher devote a part of her time elsewhere.

Q. If a district votes at annual meeting not to have any school, can the board nevertheless go on and borrow money, hire a teacher, and have a school?

A. No, the board can act, only in case the district neglects, up to the 3d Monday in November, to provide for at least a five months school. In this event, the board cannot borrow money, but will proceed under section 437.

Q. Is a vote at the annual meeting that the school month shall be 22 days, binding on the board in hiring teachers?

A. It is not. The law makes the school month 20 days for the district, and for the teacher also, unless the board and teacher agree upon some other number.

Q. Can the board lawfully make a rule that no pupil shall be admitted to the school, if tardy, without a written excuse?

A. A board has general power to make rules, but they should be reasonable. In country districts there is a liability to tardiness that comes from difference, or defect, or want of time pieces, or from distance and bad going. A more reasonable rule is to admit the tardy pupil, and ask an explanation; and when thought necessary, a written excuse from parents. But this will sometimes be difficult to obtain. In making rules, the board and teachers should take into consideration the character of the district.

Q. Can a board hire a teacher by the day, so as to avoid giving him holidays?

A. That is not the intent of the law. The contract is to "specify the wages per week, month or year." The law considers and counts legal holidays as school days, for both district and teacher. Contracts seeking to evade this, are against public policy.

Q. Are children without a mother, and living with an aunt, and whose father resides out of the state, entitled to free tuition?

A. Ordinarily no question would be raised, in such a case. The condition of such children would generally procure for them tacit admission to the school. But as a point of law, children's legal residence is presumptively with their father. He might be quite able to pay for their tuition, but seek to procure schooling for them without cost, where he paid no taxes. Free tuition cannot be claimed as a right, where there is no evidence of legal residence, but children should always have the benefit of any doubt as to the matter.

Q. Is not a girl entitled to free tuition in any district where she may be, after she is eighteen?

A. No, in this regard she stands in the same relations as a boy. Until twenty-one, her legal residence is presumptively at home, unless she is married.

Q. Can the chairman of a district meeting vote twice, that is, after voting once, can he give a casting vote, if there is a tie?

A. Of course not. He is simply a voter in the chair, and votes like the rest. He has no casting vote.

Q. Can a teller, on receiving ballots at a district election, throw out what he thinks unlawful?

A. By no means. He or any other elector may challenge any person offering to vote who is believed not entitled to do so. If the person challenged takes the oath, his ballot must be accepted.

Q. Can the district vote to have German taught in the school?

A. This is left to the board. If the district generally desire it, this will naturally influence the decision of the board.

Q. Must a county superintendent give a bond? It is so indicated in the index to the revised statutes, but I cannot find any such law.

A. The index is incorrect. There is no provision of law that a county superintendent shall give a bond. He must take the oath of office, as provided in section 701, but no bond is required as in the case of the other county officers named in chapter XXXVII.

CORRESPONDENCE.

MESSRS. EDITORS, — Is there such a county as Bax Ax in the State of Wisconsin? It seems to me there used to be, but I cannot find it on the maps to which I have access. Has the name been changed, or has the county been united with another? L. B. P.

The name was changed to Vernon, perhaps twenty-five years ago.—EDS.

IN the sentence, "Lincoln fell by the hand of Booth, in what voice is the verb fell? Our county superintendent says it is in the passive voice. I think it is an active intransitive verb, without voice. L. B. P.

It is an intransitive verb, past tense, from *fall*. There is such an active verb as "fell," to strike down. This verb may be used in the passive voice. In this case the sentence would read, "Lincoln was felled by the hand of Booth."—EDS.

WHO wants rare coins? A subscriber writes: "Would you please inform me, if possible, as to the most profitable way to get rid of my "rare money," especially pennies of 1857–8.

A TEACHER writes of a source of annoyance and injury in this wise:

For the past year I have been very much annoyed by finding, when I arrived at the school house, several of my little pupils in the room, and the dirt as *thick as a fog*. I have had on several occasions to take them out doors and keep them there in the cold. Now I am told it is not convenient for the janitress to sweep in the evening. You tell us in your journal to be very careful in using the chalk on the blackboard. Is not dust as bad for the little lungs? O. M.

THE meaning of the word Chippewa having been asked, we have obtained the following answer from Mr. C. W. BUTTERFIELD:

The word *otchipwe*, *ojebway*, *odjibwa*, *ojibway*, *ojebewa* or *ojibwa*, is very generally corrupted to *chippewa*. It means *a particular manner of utterance* or *peculiarity of voice*. I have no doubt we should say "Otchipwe Indians" instead of Chippewa Indians;" but custom has now, perhaps, irrevocably established "Chippewa." The singular is "Chippewa;" plural, "Chippewas."

SAYS a correspondent, "Inclosed please find $1.00 for another year. The JOURNAL is one of the best tools I have to accomplish my work. Any one who will not sacrifice one hundred cents in a whole year for it, must certainly aim at very little else than that which will fill his own purse."

Says another, "I have taken a number of different educational journals during the last thirteen years, but do not find any that interests me as much as our home journal."

EDITORIAL.

THE *Weekly Expositor*, a paper issued at Sturgeon Bay, dishonors itself by publishing and evidently approving, in its columns, a long article in which a correspondent ignorantly criticises and grossly misrepresents the language used by the State Superintendent in some sentences of his circular on the compulsory education law. There is no excuse for the injustice committed by this paper, as it was furnished with a correct copy of the printed circular on this subject. Nothing so tends to destroy the wholesome influence of many newspapers in this country, and to make them positively pernicious in their teaching, as the downright stupidity or the willful misrepresentations of their partisan editors and the malicious scribblers of their defamatory items.

This correspondent states, at the outset, that "It is astonishing that he [the State Superintendent] gives his advice in such faulty and ungrammatical language." Then follow his illustrations, most of which we will notice.

He says, in referring to the same officer, "He addresses his letter to '*District School Boards*,' which he probably intends as an expression equivalent to '*School District Boards*,' which it is not, any more than *black ladies' stockings* means *ladies' black stockings*, or a *horse chestnut* is necessarily a chestnut horse." We will not pause to examine the mistakes in the language of this writer, farther than to say that he misspells the compound word school-district, violates the rhetorical law of clearness by using the pronoun "which" referring to different antecedants in the same sentence, and indicates confusion of thought by the use of "it" in the clause "which it is not." But the circular of the State Superintendent is properly addressed to district school boards, and not to *school-district boards*. The word school is here a part of the compound noun school boards, and district is an adjective modifying this noun. Besides, the expression school-district boards conveys only a portion of the idea covered by the words district school boards. If this correspondent does not know, a little inquiry will enable him to learn, that in this State there are districts organized for school purposes, which are not school-districts in the ordinary meaning of the term, and as defined by Webster. We have whole towns and cities forming single districts, as well as divisions of a town or city forming school-districts, "for establishing and conducting schools." Our district system for maintaining public schools embraces three kinds of organizations, the township, the independent city, and the primary school-district; and the boards in charge of all there are designated as *district school boards*.

The next illustration is as follows: "The first paragraph of the letter contains this sentence, 'It will depend *largely* upon you whether the object sought by this act *should* be *realized*.' The italics are mine. Largely in the sense of much, or greatly, or in a great degree, would only be used by an indifferent writer. Such a use of the word is not sanctioned by the best writers nor by Webster." In next to the last sentence given above, the word *only*, associated with *would be used*, makes nonsense; it should be inserted after *by*, and the phrase would then read

by only an indifferent writer. As only now stands in the sentences of the critic, the assertion is that an indifferent writer would do nothing with the word *largely*, except to use it. But numerous examples from the works of our standard authors, can be cited to prove that *largely* is correctly used in the circular. It there means to a great extent, in a great degree, greatly. This is its second use, as the authorities show, while *extensively* is its first, and *in a great quantity* is its third. In our best works on English synonyms, *largely* is mentioned before *greatly*, under the sense of *in a great degree.* Shakespeare says:

"Our supplies live *largely* in the hope
Of great Northumberland."

This correspondent further remarks on the quotation from the circular, "The word *should* is a gross mistake. By using this word Mr. Whitford has, in reality, said that it depended upon the district boards whether education should be compulsory. The legislature has already decided that question, and enacted that education shall be compulsory." The State Superintendent in his circular is here misquoted. He uses *shall*, not *should*, before the words *be realized.* It passes our understanding how any one who has the ability to use fairly the English language, could permit himself to form the opinion that another person even with only a moderate knowledge of the laws of English Syntax, could be guilty of this and other crude solecisms, which this correspondent attributes to the State Superintendent. Has he done this to cast odium upon the compulsory education law?

Let us examine another item. "Mr. Whitford's second paragraph reads as follows: 'The most convenient method I can make the observations I wish to, is to append them to the several sections of the law.' If the indulgent reader will insert the phrase by which or extend some similar courtesy, he will make sense of a sentence which Mr. Whitford has negligently left ungrammatical and senseless." By reference to the circular, several thousand copies of which have been distributed throughout the State, it will be seen that this critic mutilates the sentence used by the State Superintendent, who says, 'The most convenient method *in which* I can make the observations,' etc. "The indulgent reader," we imagine, is likely to overstep the bounds of courtesy in the expression of his indignation at such misrepresentation of the careful statement in the circular.

This correspondent sets up another man of straw, against which he sturdily directs the blows of his fist. He says, "Mr. Whitford's third paragraph contains this sentence, 'As any such person, though not sustaining the relation of parent or guardian *of* a child would not be allowed to withhold from *it* bodily food so he must not neglect *his* education." He comments on this sentence as follows: "A person does not sustain the relation of parent *of* a child but *to* a child. He sustains the relation *to* and not the relation *of*. It is not proper to call a child *it* in one line, and speak of *his* education in the next line." It is difficult to discover the motive which could induce this writer to furnish, and the editor of the *Weekly Expositor* to publish, such a shameless misquotation of Mr. Whitford's language. The sentence correctly given is as follows: "As any such person, though not sustaining the relation of parent or guardian *to* a child, would not be allowed to withhold from it bodily food, so he must not neglect *its* education."

The construction of the sentence is partially hidden by this critic, in not inserting, as is done in the circular, the coma after the words *child* and *food*. But witness the assertion that the State Superintendent uses *of* for *to* after "parent or guardian," and *his* for *its* before "education!"

We will not follow farther the criticisms of this writer.

THE effort should be made throughout the State this coming winter to induce the Legislature to enact a law for raising annually a State tax toward the support of our common schools. The arguments in favor of this measure have been fully presented in the recent annual reports of the State Superintendent. Wisconsin stands in the unenviable position of belonging to a small minority of the States which have made no provision for such a tax. Cheering reports in favor of this law come from many parts of the State. To aid the State University and the free high schools, a general tax has been levied for several years upon the property of our citizens. Why should not all the departments of our graded schools, and all the public schools in the country districts enjoy the same advantage?

THE State University is exhibiting its usual prosperity. At least ninety new students were added at the opening of the present term, to the regular college classes. The enrollment of young men in the law class, reaches sixty-five. The following article, cut from the *State Journal*, shows what additions are being made to the Washburn Observatory:

On Observatory Hill, in the State University grounds, extensive improvements are in progress. Upon the east end of the Washburn Observatory, an addition is being built, as large as the original building, and of a similar style of architecture; in this new structure, will be located Prof. Watson's library and his computing instruments, while a reception room and computing room will be the special features. An addition of the same size and style will be projected from the west end of the Observatory, next year, so that by another twelve months the institution will be just three times the size originally planned; the western addition will be devoted to an extension of the transit instruments A small observatory, purely for class instruction, has been erected by Professor Watson, across the carriage drive to the northeast of the main structure. The Professor desires the Observatory proper, with its magnificent appointments, now on hand and being manufactured in Cambridge, Mass., for exclusive use in his planetary investigations, — hence the erection of a class observatory wholly unconnected with the principal building.

At the foot of the first hill-slope, in the front of the entrance to Washburn Observatory, the Professor is erecting, at his own expense, the Watson Solar Observatory, a novelty in astronomical investigation. It is generally known that from the bottom of a deep well the stars can be plainly seen, at bright noonday. Upon this principle, Professor Watson is conducting his experiment; a cellar twenty feet in depth has been sunk, below the surface of the ground, at the bottom of the slope; over this, a fine stone building is being erected. At the top of the hill, which is about sixty feet above the bottom of the cellar, powerful reflectors are to be placed, to throw rays of the light down a large tube which ends in the cellar, where the observer will be stationed. This method of minor reflection is an invention of the Professor's, pure and simple, and is the result of extended individual experiment. It is thought that by this means, which is in effect the same as gazing at the heavens through a telescope located in the bottom of a well, observations of the sun and its vicinity can be taken, better than ever heretofore obtained. This experiment of Professor Watson's is en-

tered into, because of his strong desire to learn more about the inter-Mercurial planet, Vulcan, the existence of which he has no doubt of, being particularly confirmed in his opinion by an observation made two years ago, during the total eclipse of the sun. If at all successful in his experiment, the Professor will no doubt discover other planets in the neighborhood of the sun, wholly unknown to present astronomy. This experimental solar observatory is, as before stated, being built at Professor Watson's individual expense; the work on the building is being done by the day, under his own supervision; it will cost, exclusive of any instruments or internal fitting, nearly $3,000.

THE NORTH AMERICAN REVIEW for August opened with a most interesting subject. About forty years ago Mr. John L. Stephens published two works on Central America and Southern Mexico. So eager was the public to obtain information in regard to numerous ruins of ancient cities which he described, that though each of the works comprised two expensive volumes, ten editions of the first work were sold within three months, and the success of the second was quite as remarkable. Other travelers, American and European, have visited the ruins and have written deeply interesting volumes in regard to their immense architectural monuments, their elaborate decorations, their singular uninterpreted bas-reliefs and hieroglyphic tablets, but as yet no light has been thrown upon the origin of the people who built these cities. All the knowledge we can ever expect to obtain of the history of these people must be drawn from the ruins. Recently a well-equipped expedition has been despatched to Central America, charged with the work of systematically searching for everything that may tend to place within the domain of history the facts connected with a people whose career must have been one of the most interesting in the general development of the world's civilization. The founders of these cities were our predecessors on this continent; their peculiar civilization and their æsthetic development are of the highest interest as regards the question of the origin of man himself; their history is, in fact, the first chapter of the general history of the American continent. Though we are not the lineal descendants of these builders of cities that must have rivaled even Babylon and Nineveh in some of their architectural features, the results of their culture have been left to our safe keeping, and from these results it is evidently our duty, as far as possible, to gather the materials for filling up the unwritten first chapter of our own history. A full account of the explorations of the party comprising the expedition is being published from month to month in the *North American Review*, with illustrations of the most important objects discovered.

NEW PUBLICATIONS.

MEMORIAL RECORD OF THE FATHERS OF WISCONSIN. With a History of Early Settlement in Wisconsin. By H. A. Tenney and David Atwood. Madison: D. Atwood. (See Advertisement.)

This volume will be greeted with much interest by many besides the living pioneers of the state and their descendants. Great pains have evidently been taken to rescue from oblivion the memory of those who first introducod our

American civilization into this fair domain known as Wisconsin, and laid the foundations of our state institutions and government. The names of not a few of these pioneers and first builders will be inscribed indeed upon the pages of general history, but this timely volume will keep green in the memory of coming generations, many men, who if not conspicuous, are nevertheless most worthy to be remembered by those who enjoy the fruit of their sacrifices and their labors. The narratives and sketches appear to have been drawn with great impartiality as well as fidelity, and the book may be recommended not only to the general reader, as one of great interest, but to teachers, as a most useful adjunct in giving instructions in the geography, history, and constitution of the State. The literary and mechanical execution of the volume is most creditable to all concerned.

AN EXPOSITION OF THE CONSTITUTION OF THE UNITED STATES. By A. O. Wright, author of "An Exposition of the Constitution of Wisconsin." Madison: David Atwood. (See Advertisement.)

The complete and thorough manner in which Mr. Wright prepared his Exposition of our State Constitution, which has been some years in use in our schools, is a sufficient warrant that the present work has been equally well prepared, and the two books furnish all that is needed in the way of text-books on the Constitutions, for our common schools. All young persons, before they leave school, should learn something of the structure and functions and relations of our double form of government, state and national, and of the rights and duties of citizens, as well as of the country, and teachers may do much, not only to promote political intelligence but to enkindle and keep alive a spirit of patriotism; without which our free institutions cannot be perpetuated.

EXHIBITION DAYS. By Mrs. Mary B. C. Slade, editor of "Good Times." Boston: Henry A. Young & Co., 128 pp. 16mo.

This is a superior collection of Dialogues, Recitations, Songs, Charades, Tableaux, Plays, etc., for school or parlor, and will be found very attractive to the more intelligent classes of children and young folks.

HAND-BOOK of the New Gross Globe. By H. H. Gross. Chicago: A. H. Andrews & Co.

This little manual contains about all of Mathematical Geography that is needed in our schools. It is especially useful of course in connection with the Gross Globe, but can be made useful with any globe. Mr. Gross, by much study and practice, in connection with the distribution of globes, has the whole matter, both figuratively and literally, at his fingers ends.

PRACTICAL LESSONS IN ENGLISH. By J. M. B. Sill, A. M., Supt. of Schools in Detroit, Mich. New York and Chicago: A. S. Barnes & Co.

Prof. Sill, by his little book on Grammar, published some years ago, was one of the pioneers in the work of simplifying the study and making it more practical. The key note to his plan is "the omission of non-essentials." And he further proceeds upon the obvious fact, though it is one that compilers of English grammar seem very slow to recognize, that the English language is comparatively devoid of inflections, and that to apply to it the nomenclature and

system — the elaborate grammar, of a highly inflected language like the Latin, is not only absurd, but a great waste of time. The reform in this matter is slow, but will come in the end.

KENDALL'S LUNAR TELLURIC GLOBE, is manufactured and sold by the National School Furniture Company, 34, 36, Madison, St., Chicago, and is not only very ingenious, but comparatively inexpensive. By means of the different adjustments of the instrument, can be shown the earth's motion around the sun, change of seasons, variableness in length of day and night, apparent motion of the sun through the zodiac, six months night and six months day at the poles, winter solstice, summer solstice, and the autumnal and vernal equinox; also the phases of the moon for each night of the lunar month, the appearance of the moon as more or less vertical, commonly designated a wet or dry moon, the causes of the eclipse of the sun and of the moon, influence of gravitation and rotation on the tides in the ocean, etc, etc. The prices vary, according to size and mountings, from twenty to thirty-three dollars. Mr. J. A. Bowyer, who is about introducing the globe, in this state, gave us the other day a very satisfactory exhibition of its merits. It has been very extensively introduced in Indiana.

THE leading article in the *North American Review* for November is by the Hon William Beach Lawrence, and is devoted to an exposition of the monarchical principle in the United States Constitution. It is shown that under our Constitution the Executive is vested with powers far greater than those possessed by the king in a limited monarchy. The amplitude of the President's constitutional powers is best seen from the history of the war of secession, as when Mr. Lincoln, without waiting for the assembling of Congress, declared the blockade of the Southern ports, and called into service for three years a volunteer army of upward of 42,000 men. The author foresees danger to the permanence of our republican institutions, resulting both from the vastness of these powers and from the existing methods of choosing Presidents, and thinks that a radical change in the Constitution is imperatively demanded. In the same number of the Review, Bishop W. C. Doane points out the advantages of free religious discussion; even "the blasphemy of irreligious discussion," he thinks, works the glory of God. The Hon. Montgomery Blair writes of "The Republican Party as it was and is." Upon the suppression of the rebellion and of slavery, the mission of that party was accomplished, and since the death of Lincoln its career has been one, he contends, of usurpation and centralization. M. Désiré Charnay contributes the third of his valuable illustrated papers on "The Ruins of Central America." The other articles in this number of the *Review* are "The Nicaragua Route to the Pacific," by Rear Admiral Daniel Ammen; "The Coming Revision of the Bible," by the Rev. Dr. Howard Crosby; "Recent European Publications," by Prof. T. F. Crane; and finally a paper entitled, "The Political Situation from a Financial Standpoint," designed to show how the business interests of the country would be compromised by a change from a Republican to a Democratic administration of the general government. This document is signed by over twenty of the heaviest capitalists of New York. The *Review* is five dollars a year. Address "*The North American Review*, New York, N. Y."

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

Ere this reaches its readers, the long agony will be over, and the campaign of 1880, among the things that are ended. For nearly a whole year the public mind has been held under more or less tension,—first, with the long race for the nominations, and later, with the direct contest of the parties. The pecuniary cost of the campaign must be estimated in millions of dollars — say, ten millions. The cost in nervous wear and tear, and in the derangement and obstruction of business and other labors, is something incalculable. Does it pay? If the country had to be saved only once in *six* years, instead of four, would there not be a clear gain once in every twelve years of a whole year of quietude and moral prosperity? It would seem as if this country had too much politics under the present system.

A political campaign may smother all other forms of social activity, but it cannot quiet the winds of heaven. On October 14th and 15th occurred one of the most notable storms, for the time of year, on record. Starting probably in the Rocky Mountains beyond Denver, it swept northwestward to the Great Lakes, spending its greatest fury upon Dakota and Minnesota, where the railroads were blockaded and great suffering produced by the heavy fall of snow. On the lakes, much damage was done to shipping, and the steamer Alpena went down in Lake Michigan with all on board. The loss on the Lakes is estimated at 93 lives and half a million dollars.

A somewhat remarkable recent event is the inauguration of an English colony in Tennessee. The founder is the famous Thomas Hughes, author of "Tom Brown at Rugby." The new colony, named Rugby, is to be a practical experiment in the line of what is called Co-operation. As a socialistic experiment of a very promising type, it will be watched with interest.

Among the deaths of the month are those of Chief Justice Ryan of this state, and Lydia Maria Child, the authoress.

THE MONTH ABROAD.

Irish affairs are again of a character to excite painful interest. The assassination of Lord Mountmorris, a landlord, and other acts of violence, indicate a desperate mood in the tenantry; and the prospect that the government will feel compeled to adopt severe repressive measures, adds gloom to the whole situation.

Dulcigno is still in the hands of the Turks, and does not seem likely to be in any other hands very soon. First, the Turks content themselves with *promising* to surrender it; second, the Albanians are determined that it shall not be ceded. And Montenegro still waits. It certainly seems to an uninitiated American spectator as if the Sultan had decidedly out-witted and non-plussed the Great Powers. The combined fleets promenaded before Dulcigno according to programme; but the only visible result, thus far, is the multiplicity of trivial dispatches that have helped to fill the daily papers.

Everybody has heard of the unfinished Cologne Cathedral. Well, it is no

longer unfinished. Begun in 1250 A. D., the work went on until 1509, when it come to a stand. In 1830, it was resumed and carried on to completion. It has recently been dedicated with great ceremony. This cathedral is the largest and most imposing Gothic edifice in the world. It is 511 feet long, 231 feet broad, and the towers are 511 feet high. Its cost is estimated at $10,000,000.

A NEW NATION.

How many general readers, or even teachers, realize that within our own generation a new nation has been added to the European family?

In southeastern Europe, on the north side of the Danube, between its mouth and the river Theiss, lay the ancient Roman province of Dacia. Though held under subjection with difficulty, and always the source of concern to its Roman conquerors, its population nevertheless received a Latin admixture and impress, which it retains to the present day.

In modern times this region has comprised the three principalities or provinces of Moldavia, Wallachia, and Transylvania, in all of which the people have a common character, and a language which, it has been asserted, more closely resembles its mother Latin, than does any other of the Romance tongues.

The westernmost province of the three, Transylvania, belongs to the Austrian Empire, and is separated from the two eastern provinces by the Carpathian Mountains.

For the past hundred years, through the influence of Russia, the two eastern provinces, Moldavia and Wallachia, have been gradually approaching a state of united independence, which may be said to have been finally reached at the close of the Crimean War. By various interventions, Russia had freed these provinces from the Turkish domination, but had at the same time brought them under its own partial control.

At the close of the Crimean War, however, through the good offices of Napoleon III., they were withdrawn in a measure from the Russian protectorate, and formally united as a *quasi* independent state, under the name of Roumania, in 1861. The object of this move was to form a Latin barrier against the great Slavic predominance on the East.

Roumania, lying as it does between Turkey and southwestern Russia, naturally became the scene of excitement during the late Russo-Turkish War, in 1877, and gave much needed assistance to the Russian army at the capture of Plevna. At the close of the war a portion of its territory was taken by Russia, but it received, in return, the district known as the Eobrudja.

The first Prince of Roumania, Alexander Conza, was succeeded, in 1866, by Charles of Hohenzollern, a scion of the royal family of Prussia, a fact that becomes of some importance in connection with the late alliance of Germany and Austria against Russian interests.

Much importance is attached, in European political circles, to a recent report that Roumania has entered the Austro Germanic alliance, and is to be recognized by those powers henceforth as a full kingdom. If true, this is an important step; not because it gives Prince Charles the title of King, but because it finally detaches the new nation from Russian alliance, and makes it henceforth a more important factor in European polttics.

NOTES.

SUPT. RATHBUN, of Buffalo county, writes that he has had, at his fall examinations, a larger proportion of applicants for second grade certificates than heretofore.

J. W. SALTER, of West Bend, has been engaged as the principal of the public school at Unity, Marathon county. A free high school is being organized at that place.

SUPT. MCCLEARY. of Pierce county, writes that "candidates examined for certificates, are doing very much better work this fall. They got thoroughly aroused last spring."

BOND'S Staff-Ruled Writing Books have been recommended for introduction in the St. Louis public schools, by the committee on Course of Study of the Board of Education of that city.

THE State Superintendent has appointed Mr. Wm. E. Barker, principal of the high school at Pepin, the county superintendent of school in the place of J. H. Rounds, who died October 13th.

PROF. F. O. BURDICK, the former principal of the high school at Geneva, has assumed the charge of the Big Foot Academy at Walworth. He is assisted by Miss May Whitford, of Utica, Dane county.

WE LEARN that the citizens of Fennimore, Grant county, have voted to establish a free high school in their district. This is good news. How many other small villages in the state are moving in this direction?

PROF. GRAHAM writes:

"We had a very excellent institute at Chilton, seventy-three enrolled, and all workers, only two who had not at some time attended either a high school or a normal school."

SUPT. MAHONEY, of Kenosha county, says the work done at the last institute at Salem has never been excelled in the county. At the close of the institute, the teachers presented Prof. Salisbury with an elegant silver ice pitcher and cup.

SUPT. RICHMOND, of Trempealeau county, writes:

"We have a county association which, I think, will become an important feature in our school system and school work. It certainly will create a strong and favorable public opinion in our county—a spirit which is much needed."

THE State Superintendent has appointed the Board of Examiners for Teachers' State Certificates next year, as follows; Supt. James T. Lunn, Chairman, Ironton, Sauk county; Prof. Jesse B. Thayer, of River Falls; and Prof. E. Barton Wood, of Oshkosh.

A SCHOOL-DISTRICT clerk in a brief note makes twenty mistakes in spelling, as follows: Whay (way), ar, everry, i (I), fernished, dos (does), whant (want), aind (aint), rased, par (part), augh (ought), satesfied, tha (they), abel, regester, Just (just), superintender, semes, plane (plain), locks (looks).

PROF. MILLER, principal of the high school at Waukesha, writes:

"School is full. There are more in attendance than ever before, and not more than a dozen have come to us from Carroll college. There are 73 registered in my room, and about 350 in the whole school. Prospects are bright for a good year's work."

SUPT. W. A. JONES, of Iowa county, writes in respect to the late institute at Dodgeville: "It was one of the best ever held in the county. The work was somewhat novel to a large majority of the county teachers, and for a time it was hard work to get up any interest, but it was not long before they took hold of the work, and seemed to do it understandingly."

SUPT. NASH, of Wood county, writes: "Our institute was a complete success—so harmonious and friendly that all thought it a pleasure to study and work under such circumstances. The weather was the loveliest of the season, and the daily average was greatly increased thereby, reaching thirty-seven for the entire institute, the total enrollment being forty-eight."

IN 1879, France spent $12,000,000. or about $2.70 for every pupil in her elementary schools; Germany, $28,000,000, or nearly $5 for every pupil; Switzerland, $1,741,635, or a little over $4 for every pupil; Denmark, $3,000,000, or a little over $4 for every pupil; Belgium, $5,000,000, or nearly $6 for every pupil; the Netherlands, $3,063,617, or $7 for every pupil; Spain, $5,000,000, or $8 for every pupil.

AN enterprising book-seller in the State writes: "I received a sample of Lunn's Wisconsin School Register," from Hon. David Atwood, and I am very much pleased with it.

I have sold school registers for the past five years, and I have never found anything like the Wisconsin Register. I shall do the best I can to put it into every school that I deal with, in place of all others."

On the 5th ult., the State Superintendent appointed Chas. F. Harding, Esq., the former principal of the Mazomanie high school, as the Superintendent of the second district of Dane county, in the place of M. S. Frawley, who takes charge of a graded school in the city of Eau Claire. Mr. Harding's term of office continues until his successor is chosen in November at the general election.

The *Spike* of September 21st, says: "Lake Mills schools took the following premiums at the county fair: First and second on State map, first and second on county map without statistics, first on penmanship, first and second on pencil drawings, second on drawing of school-house, first on botanical collection, first on graduating essay, and first on general exhibition. This is a most satisfactory showing for our schools, and speaks well for both teachers and scholars."

The institute at Maiden Rock, Pierce county, passed the following resolutions:

Resolved, First, That we, the teachers who have attended the institute at Maiden Rock, tender our sincere thanks to Prof. J. T. Lunn, for his efforts in our behalf, especially for means of making primary reading and history attractive, and for an insight into the Kindergarten work.

Second, That we owe special thanks to Supt. McCleary, for his endeavors to improve the teachers of the county, and we will do everything in our power to aid in raising the standard of teaching in the county.

We stated last month, on what we deemed good authority, that F. M. Washburn, formerly pincipal of the Elroy Seminary, had been engaged to take the charge of the Evansville Seminary. We are informed by him that he is the pastor of the Free Will Baptist Church of the latter place, and that Prof. J. C. Coleman, of New York, is the principal in charge of the Seminary, and is assisted by two lady teachers. He says: "The school opens very prosperously, and we bespeak for the institution a degree of prosperity not heretofore realized."

The institute at Alma, Buffalo county, at the close of its sessions, unanimously adopted the following resolutions:

Resolved, That our thanks be tendered to all who took an active part in conducting the institute, especially Prof. Thayer and Supt. Rathbun.

Resolved, That our thanks be tendered to Dr. Seller, ex-Supt. Kessinger, Mr. Harper, and Judge Finkelnburg, for the beneficial and entertaining lectures delivered during our evening sessions.

Resolved, That we request Supt. Rathbun to use his influence to secure Prof. Thayer to conduct our future institutes.

Supt. Grogan, who conducted the institute at Appleton, writes:

"Our institute was a very pleasant one. We enrolled about seventy teachers, the great majority of whom seemed determined to make the most of a one week's work; but five days is too short a time to make much lasting impression. Owing to the moving of the court house, it became necessary, after the first day, to hold our sessions in the high school room; and much of whatever success attended our work is due to Prof. R. H. Schmidt, who ably assisted in both grammar and arithmetic."

C. A. Burlew writes to the State Superintendent, under date of October 5, from Bloomer, Chippewa county, where he taught last year: "Our people have organized a free high school here, and I am at work arranging a course of study for your approval. The wants of this school are peculiar, and therefore the course for the high school cannot be very extended. There has been quite an important change in the minds of our people in the past year. Our school-house has been repaired, the grounds have been put in order, an additional teacher has been employed, so that educational matters have a better outward appearance than heretofore. The year's work opens with hope."

Supt. Millard, of Marquette county, writes, respecting his institute held at Princeton: "Prof. Salisbury did excellent work for us here, and all are well satisfied with their progress. He made many friends who will give him a cordial welcome, should we be privileged to have him sent to us again. The county normal, conducted by myself, commenced August 23d, and continued until September 20th, with an enrollment of 68. We organized a body, to be known as "The Green Lake County Teachers' Association." Our meetings are to be held monthly. The first occurs the last Saturday in November, at Princeton. We are in hopes to have a general turn-out among the teachers."

The Board of Visitors at the State University for the current year, have been appointed as follows: *State at large*—Charles H. Bunn, Esq., La Crosse; Geo. H. Noyes, Esq., Milwaukee; Pres. W. D. Parker, River Falls; *and for the Congressional Districts*—first, T. W. Haight, Esq., Waukesha; second, Supt. Wm. H. Rohr, Watertown; third, Hon. J. B.

Treat, Monroe; fifth, J. H. Mead, Sheboygan; sixth, Chas. E. Vroman, Esq., Green Bay; seventh, Prof. H. S. Baker, River Falls; eighth, B. W. James, Esq., Marathon.

The following members of the Board of Regents were designated to act in conjunction with the Board of Visitors: Hon. W. E. Carter, Platteville; L. B. Sale, Esq., Green Bay; and Hon. Geo. H. Paul, Milwaukee.

In ten years, the increase in attendance of the children upon the public schools in Milwaukee has been 5,369; and upon the private schools, 1,590. Last year the total attendance upon the former was 13,897, and upon the latter, 7,294. Of all the children of school age in the city, the percentage of attendance upon both kinds was .55. That is 16,354 out of 38,144 did not attend school. In 1870, the percentage of attendance was .59; in 1875, it was .52; and in 1879, it was .56. Out of 9,159 children between 15 and 20 years of age, only 842 were taught in the public schools. In this last statement the returns from the tenth ward are not included.

The National Journal of Education says the wide-awake Vermont teachers have taken an important step in the formation of what is styled a *College of Teachers*, into which will be admitted such, and such only as are qualified and expect to make teaching a profession. We are glad to see such indications of progress among our brethren in New England. Our first effort should be to establish certain standards of attainments to enter our guild, as do the members of the bar and medicine, and then hold all new comers to the tests imposed. We shall thus rid ourselves of the incompetents, and prepare the way for a fairer field for the competents.

The son of Supt. Rounds, of Pepin county, wrote under date of October 11th: "My father was taken violently ill Friday last—has been growing worse since, and at present writing there are no hopes of his recovery. His mind is perfectly clear, and he wishes to be remembered to you and several other educational gentlemen. He is passing away as he has lived for many years, steadfast in faith, fully trusting in a risen and glorified Savior." Under date of October 14th, his son writes: "Father died yesterday. He was unconscious about twenty hours previous to his death." Supt. Rounds was serving on his third term. He also held for a number of years the office of county treasurer. In New York State as well as in Wisconsin, he had taught many years in the public schools. A faithful and conscientious officer has fallen in the ranks.

Supt. Buel, of Dane county, writes under date of October 29: "Our institute closed today. This is the first two weeks' institute ever held in Dane county. The number enrolled was 81; the average attendance was 68. Although the work done was primary in its nature, the teachers manifested the greatest interest throughout, and have expressed the opinion that the instruction this year has supplied a want long felt. The question of grading our country schools was brought prominently before them. Nearly all of them have, in the past, roughly graded their schools; and with such help as we were able to give them, I think they will be able to grade them more systematically. The institute was in every sense a success."

The Boards of Visitors for the State Normal Schools for the current year, have been appointed by the State Superintendent as follows:

Platteville—Prof. D. B. Frankenberger, Madison; Prof. W. H. Richardson, of Milwaukee; and Supt. David D. Parsons, of Richland Center.

Whitewater—Lewis A. Proctor, of Milwaukee; Prof. George Beck, of Platteville; and Prof. Carlos A. Kenaston, of Ripon.

Oshkosh—Prof. Arthur A. Miller, of Waukesha; Miss Betsey M. Clapp, of New Richmond, St. Croix county; and Linus B. Sale, Esq., of Green Bay.

River Falls—Prof. R W. Burton, of Janesville; Prof. Robt. Graham, of Oshkosh; and Supt. J. C. Rathbun, of Alma, Buffalo county.

Prof. A. F. North writes as follows, under date of September 27th, in respect to the institute at Shawano, which he conducted:

"This was in some respects the most remarkable institute I ever held, there being but one case of tardiness, and that but a few moments. The regularity in attendance is equally worthy of notice. The scheme reflects great credit on the committee that prepared it. It seemed to suit the wants of the teachers. Almost every member of the institute personally and individually expressed to me his sense of the benefit derived from it. The true key has been struck—how to awaken mind in the use of the various branches taught in our common schools, and make the acquisition of knowledge a pleasure—"the sober certainty of making bliss." The good people of Shawano seemed interested in our work, and graced our meetings every day with their presence."

The *Evening Wisconsin* says in reference to the Spencerian Business college of that city: "This widely-known and popular Mil-

waukee institution, now entering upon its eighteenth year of most useful and successful work, is represented by thousands in business and public life who have enjoyed the benefits of the institution and training. The practical usefulness of the Spencerian College is more and more proven by the ripening experience of the army of young business men whom it has educated. It is they who are now coming to the front, and are to wield our great business interests. In preparing themselves to assume these responsibilities, and carry forward the business enterprises upon which depend the future greatness of Milwaukee and tributary country, the foundations laid by the instruction and training which they received at the Spencerian Business College is a most important factor upon which depend the success with which they will be enabled to handle these vast interests."

THE Board of Education of the State of Maryland is doing a valuable work in gradually introducing a system of graded instruction for the country district schools of that State. Of course, the preparation of a graded system of instruction for district schools is one of great delicacy, though not an impossibility. Half the district schools of our country are ruined by the indisposition or incapacity of their teachers to introduce order in the midst of confusion. The improved methods of education greatly facilitate this work, as, in several directions, valuable oral instruction can be given to the united school. It is also an excellent practice, especially in small country schools, to introduce frequent general exercises. There is no danger that the children on the higher seats will get too much drill in the elementary region of every study, while the beginners will often be greatly encouraged by working in a class with their superiors. However varied may be the elements of a school, the teacher should always lean heavily in the direction of classification. We cannot overrate the influence of companionship in the instruction of the young. Mental isolation is mental suicide. Spiritual companionship is the beginning of the higher life of man.

C. D. ABBEY, the former principal of the public school at Menasha, writes from Wausau, where he is now in charge of the high school of that place, that "You will infer from this note that I have left my old place, which is true. A reduction of wages last year, and a further reduction proposed, decided me in the matter. I now have a much pleasanter and better situation than the one at Menasha, although the work there was very satisfactory. Pupils and teachers seemed even ready to do duty faithfully.

In this place we have thirteen teachers, and one more will be added as soon as the new ward building, now in progress, is completed. We have between 580 and 600 pupils in attendance now, with numbers increasing gradually. Our term commenced September 20th. The pupils in the high school department are young, probably caused by the great number of small children in the lower rooms, which has necessitated promotion before pupils were prepared; also a "dropping out" of the older ones. We hope during the present term to complete our catalogue, which will contain our course of study, newly arranged, rules, regulations, etc.

Should there be any suggestions you think to our advantage, please let us have them, as we are anxious to have our work well done. I hope to hold the present pupils of my department until they have finished the course which we expect will prepare them for the State University in good shape."

A CONSIDERATION of the increase in population by congressional districts will interest not only those politically inclined, but show what portions of the state have grown most rapidly. The first district, composed of Kenosha, Racine, Rock, Walworth, and Waukesha counties, shows a gain of 5,625 since 1870. The second district, comprising Columbia, Dane, Jefferson, and Sauk counties, has gained only 970 in ten years. The third district, embracing the southwestern portion of the state, Crawford, Grant, Green, Iowa, La-Fayette, and Richland counties, has almost stood still, the gain being but 24. The gain in the fourth district, composed of Milwaukee, Ozaukee, and Washington counties, is 50,217. Dodge, Fond du Lac, Manitowoc, and Sheboygan counties, comprising the fifth district, show a gain of 5,806. In the sixth district, which embraces Brown, Calumet, Door, Green Lake, Kewaunee, Outagamie, Waupaca, Waushara, and Winnebago, the gain has been 49,142. The seventh district, which includes the counties of Buffalo, Clark, Eau Claire, Jackson, La Crosse, Monroe, Pepin, Pierce, St. Croix, Trempealeau, and Vernon, shows the large gain of 74,204. The remaining district, the eighth, embracing the extreme northern and northwestern counties, namely Adams, Ashland, Barron, Bayfield, Burnett, Chippewa, Douglas, Dunn, Juneau, Marathon, Marquette, Marinette, Oconto, Polk, Portage, Pierce, Shawano, Wood, Lincoln, and Taylor, shows the largest gain of any, namely, 84,018.

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THE GRADING SYSTEM FOR THE COUNTRY SCHOOLS.

(Continued.)

VII. The Course of Study.

In the preparation of this Course, I have been aided by the scheme adopted by the State Teachers' Association, by suggestions furnished by the Institute Conductors, and by items found in other works on the same subject.

It is not necessary to state here that this Course is based, in its main features, upon the list of branches which our district schools are required to teach. Section 447, of the Revised Statutes, contains this provision: "Orthography, Orthoepy, Reading, Writing, Grammar, Geography, Arithmetic, the Constitution of the United States, and the Constitution of this State, shall be taught in every district school, and such other branches as the district board may determine." While instruction in Drawing and Vocal Music is here included, it is made optional for two reasons; first, the law does not specially provide that these studies shall be taught in our public schools; and second, the majority of the teachers in our country schools are not qualified to train children in them. Still, it is urged that regular exercises in these shall be conducted, whenever the district board are willing, the teacher is competent, and the other studies in the school are not thereby neglected. It is recommended that oral lessons in morals and manners, and in the elements of a portion of the natural sciences, shall be presented in the general exercises throughout the Course, whenever this work can be done to the advantage of the pupils.

The attempt is made, in this Course, to adapt the different steps or grades of instruction in the various branches to the existing wants of the pupils in attendance upon the ungraded schools of the State, and to the general conditions under which these schools are organized and managed. There is kept constantly in mind the work which has been performed, in the past few years, in our Teachers' Institutes and Normal Schools, to furnish a clearer understanding of the elementary studies, and of the most suitable methods for teaching the different subjects embraced in these studies. Without doubt, the State will have to depend, for several years to come, upon these agencies in performing the same work, before this scheme for grading the country schools can be placed in complete operation.

It is thought best to incorporate in the outline of the studies given in each general division of the Course, such specific directions or hints on the treatment of each study as may aid the teachers in adapting their instruction to the different stages in the development of the pupil's mind.

A period of nine years is usually required for a child in our rural schools to gain a fair knowledge of the common branches. The brighter pupils may accomplish this work in less time, while the duller ones will be occupied for a longer period. A very large percentage of the children in the State receive, before they reach sixteen years of age, all the culture which they ever obtain in our schools. There are suggested two plans for arranging the studies in the Course which the children in the country districts can complete, on an average, in nine years. One is to designate, for each year or each term in the year, as is done in some of the graded schools of our cities, what subjects or parts of each study, or which portions of each text-book, shall be pursued in that time. The other is to group these subjects or studies into larger divisions, each of which can be mastered by the pupils in three years on an average. I have chosen the latter plan as the more feasible, and it is the one which has been approved by the State Teachers' Association. These divisions correspond very nearly with the departments of study which are assigned severally to the primary, intermediate, and grammar grades of the public schools in our cities and large villages. On this classification the pupils in our country schools can be ranged, on the basis of the branches, or portions of the branches which they are pursuing, into *three* ranks, frequently designated in this State as the PRIMARY, MIDDLE, and UPPER FORMS.

OUTLINE OF STUDIES FOR THE PRIMARY FORM.

1. Reading.

For pupils in the Primary Form, Spelling, Writing, and Language Lessons should be closely associated with Reading. They should not, at the beginning, be taught as separate and distinct exercises, but as aids for illustrating and enforcing the proper instruction

Reading. A very large share of the work assigned to this Form must, in accordance with the intellectual needs of children, be embraced under this subject. It is of the highest importance that these children should be correctly taught the elements of reading, talking, and writing the English language. In this study, more than in any other, is shown the teaching ability of a person in charge of a public school.

(1) *Lessons in the Primer.*

Reading.— Words and sentences in print learned from primers, word-cards, or charts, with the aid of the blackboard. The minds of children trained to recognize in printed signs the words which they use familiarly in speech. Special attention directed to their clear conception of the ideas which these words represent. The letters which compose the words, are learned incidentally,— first, in promiscuous order; and second, in the order of the alphabet. The teacher attends carefully to the pupil's distinct articulation of the sounds heard in the words. Seek to form the habit that *simultaneously* the eye of the pupil recognizes the word, the mind recalls the idea, and the voice utters the sounds.

Spelling.— Name the letters in the words of the reading lessons. The ability should early be formed to distinguish and separate the sounds heard in short and familiar words; and to associate, in the spelling exercises, the sounds with the letters which represent them.

Writing.— The teacher first prints on the blackboard the words learned, showing the pupils how each letter is made; and then requires these pupils to print the same words on their slates, teaching them how to hold their pencils, and guiding their hands in making the letters.

Language Lessons.— Insist upon the pupils placing the words of the reading lesson in sentences formed by themselves. Engage them in easy conversation for the purpose of practicing them in the proper use of these words. Have them copy on their slates the sentences

given in the primers or charts, or printed on the blackboard, they observing the use of the small and the capital letters.

(2) *The First Reader Completed.*

Reading.— Continue the same methods presented under Lessons in the Primer, for the purpose of increasing the child's vocabulary of printed words, and of improving his articulation. Particular care exercised in overcoming any hesitancy in the utterance of sounds or words, any clipping or slurring of the consonant sounds, and any substitution of one vowel sound for another. Thorough drill in making such of the latter sounds as are marked by the *breve* and the *macron.* Cultivate a full, not a boisterous voice, and a pure, natural tone in reading. The teacher should frequently furnish in his own reading, the models in articulation, in firm and agreeable tones, and in modulations of voice, to be imitated by the pupils. The latter should be so well acquainted with the words in the sentence or paragraph to be read, that they express the sentiment as their own, in a similar manner as they do in talking. Accented syllables recognized. The progress of the pupil in reading depends mainly upon the skill of the teacher in making the exercises lively, pleasant, and thoughtful.

Spelling.— Name the letters in the words of the reading lesson, and in other words introduced by the teacher into the exercise. Spell by sound the monosyllables, particularly those which contain the vowels marked with the *breve* and the *macron.* Silent letters recognized.

Writing.— While the pupils continue the exercises in printing, they should now be taught to make script letters, both small and capital. Teacher first writes words and sentences on the blackboard, calling attention to the form of the letters and the movements of the hand in making them. Pupils write these words and sentences on their slates, the teacher using great care at first in showing them how to hold and move the pencil in forming each letter. They required to bring to the reading class each day an assigned part of the lesson on their slates.

Language Lessons.—Sentences and paragraphs copied. Pupils taught how to build simple sentences, which they write on their slates. Observing the use of capital letters continued. The principal marks of punctuation recognized and named. Familiar talks on the pictures in the reading books, and on well-known objects, as animals, plants, and playthings; and the substance of these talks afterwards given by the pupils. Simple stories told by teacher, and reproduced

by pupils. All incorrect expressions used in conversation or in writing noted and corrected.

(3) *The Second Reader Completed.*

Reading.— Pupils drilled to pronounce correctly every word in the lesson. Required to give in their own language, before reading, the principal thoughts in the lesson. Drill exercises on the words and syllables enunciated with difficulty. All the remaining vowel sounds and the consonant sounds learned, with their diacritical marks, as used in Webster's Dictionary. Continue the work of cultivating a full and agreeable voice. Often test the pupils' comprehension of the meaning of important words in the lesson, by requiring them to substitute other words for these. See that the thought in each sentence is expressed by the proper elements of the voice. With significant expression, develop fluent reading. Cause pupils to make suitable pauses of voice at commas, semicolons, interrogation points, and periods.

Spelling.— Spell by oral and written methods the words in the reading lessons, and from spelling-books or other sources. Drill exercises in designating, in both methods, the vowel and consonant sounds by their diacritical marks. Frequent practice in making these sounds. Give special attention to syllabication. Learn lists of monosyllables pronounced alike, but spelled differently.

Writing.— Continue slate work. Pupils also taught to write by crayon on blackboard, and by lead-pencil on paper. Careful attention given to the positions of their body and to the movements of their fingers and arms in using the latter. Exercises from copies on blackboard and in copy-books of the pupils. The simpler small letters analyzed, and formed from principles, as straight line, right curve, and left curve. Constant effort to secure legibility and neatness. The slant, spacing, height, and form of the letters criticized and corrected in every exercise. From the beginning, follow the rule that there shall be, each day, a little of the science of writing, and a good deal of the art.

Language Lessons.— Continue work of copying sentences and paragraphs, of observing the use of capital letters, and of building sentences. In the last exercise insert words omitted in sentences, and construct sentences which will include words selected in the lesson, or by the teacher. Distinguish *telling* and *asking* sentences. The principal marks of punctuation, and their respective uses, carefully learned. Short poems and extracts in prose from the Readers and other books, committed to memory and recited. Reproduce on

paper simple stories told by teacher. Compose brief descriptions of familiar objects, such as pictures, animals, plants, and articles in the school room. Aim to secure correct ideas, as well as correct statements.

2. Arithmetic.

The object in view in the work under Numbers in the Primary Form, is to give the pupils the ability to perform the four fundamental operations with neatness, rapidity, and accuracy. This ability the pupils should acquire before they are allowed to pass on to work requiring a larger exercise of the reasoning powers. The training in this Form should be so thorough that, in all subsequent work, the operations may be performed semi-mechanically.

(1) *Develop the idea of the numbers as far as nine.* Pupils count objects, as books, seats, beans, stones, and splints. The teacher writes on blackboard the figure representing the number of objects counted, showing pupils how the figure is made and used. Pupils write the same on slates. Numerous examples introduced.

Exercises in the addition, subtraction, multiplication, and division of these numbers, by Grube's method, or some other equivalent to it. No result greater than nine. All work illustrated by objects, as before. Instruction in making and using the signs of operation.

(2) *Develop the law of Decimal Notation as far as one hundred.* Practice in counting objects from 10 to 100, and writing on blackboard and slates the figures representing these numbers. Frequent exercises in writing and reading the numbers. Continue work under the four fundamental operations, the largest number given to be within the limits of 9 and 100, and no result greater than 100. Show the connection between these fundamental operations, especially between addition and multiplication, subtraction and division. Concrete illustrations, as before, some of which the pupils are required to construct.

(3) Learn Roman Notation to 50.

(4) *Develop the law of Decimal Notation as far as one thousand,* under the First Period of numbers. Proceed in the same way as before in counting, writing, and reading numbers from 100 to 1,000. Easy exercises from text-book in arithmetic, and practical ones dictated by teacher, in the four fundamental operations, in the ordinary manner. No result greater than 1,000. Carrying and borrowing explained. Pupils led to construct the usual tables in addition, sub-

traction, multiplication, and division; and then thoroughly commit these tables to memory.

(5) Learn Roman Notation to 100.

(6) *Fractional divisions of the unit.* A knowledge of the significance of such simple fractions as are represented by a single digit in each term. Improper fractions avoided. Use abundant concrete illustrations, from text-books, and those suggested by teacher or originated by pupils.

(7) The tables of denominate numbers in familiar use thoroughly learned.

3. Geography.

(1) *Oral lessons on objects which pupils have observed in their immediate vicinity.*

(a) Physical features, *land* — hill, wood, and prairie; *water* — brook, pond, and lake.

(b) Composition of land, *soils* — gravel, loam, sandy, and clay; *rocks* — lime, sand, slate, and granite.

(c) Vegetation, *plants* — wild and tame; *trees* — different kinds in the vicinity.

(d) Animals, *quadrupeds* — wild and tame; *birds* — wild and tame; *fishes* — caught in the lakes and rivers.

(e) Occupations of men, their tools and productions.

(2) *Oral exercises on location.* Develop and fix the idea of (a) position, (b) direction, (c) distance, and (d) area.

(3) *Uses of maps, and their construction taught.* Teacher draws upon blackboard, with the help of the pupils, maps expressing the ideas brought out in the preceding exercises. Pupils copy these maps on paper. This exercise done by mapping the school room, the school grounds, and other well-known localities in the vicinity. Ideas of scale developed.

(4) *Oral exercises with the globe*, teaching the shape of the earth, directions upon it, and its motions as the causes of day and night, and summer and winter.

4. Drawing. *Optional.*

When this branch is introduced into the Course, it is suggested the exercises in it be conducted on Tuesdays and Thursdays of each week, in the place of Writing.

(1) The work should be with straight lines,— vertical, horizontal, and oblique.

(2) Exercises in judging short distances, by bisecting and trisecting the lines drawn; also by marking off the lines into definite lengths, as one inch, two inches, etc.

(3) Draw parallel, oblique lines, slanting to the right, and slanting to the left.

(4) Draw straight lines to form angles,— right, acute, and obtuse.

(5) Draw triangles, — right-angled, acute-angled, obtuse-angled, equiangular, isosceles, and scalene.

OUTLINE OF STUDIES FOR THE MIDDLE FORM.

In this Form, the work should be done, in all the branches, under the idea that the pupils are to be more self-reliant, less dependent upon the teacher for instruction, and aided more by their text-books. They should be led to form ideas more as the result of their own thinking and study.

1. Reading.

The instruction in this branch should be given with great thoroughness in this form, and the progress of the pupils in it must necessarily be very slow. Continue the exercises presented under the Primary Form, for increasing the pupil's knowledge of printed words; for securing distinct articulation, by careful reading of the lessons and by drill exercises in the elementary sounds; for forming strong and pleasant tones of voice; and for acquiring a clear knowledge of the thoughts in the reading lessons.

In this Form, the recitations in Spelling, Writing, and Language Lessons, as well as in Reading, should be presented not as in the Primary Form, but in separate classes and as distinct exercises, though the subject-matter of each branch is still treated as closely connected with that of the others.

(1) *Third Reader Completed.* Two additional objects to be reached by this Reader: *First.* To acquire a greater *mastery* in the proper use of words, by studying their pronunciation and meaning. Aided by suggestions in the Reader, and especially by Webster's Dictionary. Pupils taught how to use the latter work. Points to be carefully noticed under pronunciation: (*a*) The powers of the letters determined, and indicated by the diacritical marks; and (*b*) The accented and the unaccented syllables studied,— the former marked, and the principal rules for pronouncing syllables learned. The meaning of words should also be ascertained from the context. *Second.* To acquire the correct

and forcible expression of the thought in the sentence, by practicing the principles of emphasis, particularly of *force, time*, and *inflection*.

Frequently the pieces read as a whole, to excite and sustain a keen interest in the lessons.

(2) *Miscellaneous works.* Story books, papers for juvenile readers, and children's magazines used in the school, for the purpose of gaining greater facility in reading, and of cultivating a taste for reading outside of the school room.

(3) *Exercises in the recitation of short selections*, in prose and poetry, memorized by the pupils. Criticise pronunciation, tones, and vocal expression of the thought.

2. Spelling.

(1) *Oral, written, and phonic spelling* of the words in the Reader, or in the Spelling-book of the same grade as those in the Reader, and lists of words dictated by the teacher. Frequent reviews of words missed in spelling. Attend under oral spelling, to distinct utterance and agreeable tones; under written, to legible penmanship and neatness of the work; and under phonic, to correct analysis and production of the sounds in the words. Define, before spelling, all words new or not familiar.

(2) Occasionally pupils should, in the spelling exercises, write on their slates or the blackboard, paragraphs from text-books or newspapers, selected and dictated by the teacher.

3. Language Lessons.

The teacher guided in this work by some standard text-book on language lessons.

(1) Continue the study of the use of capital letters and marks of punctuation; and also the exercises in building sentences, and in composing brief descriptions of familiar objects and narrations of simple events. Criticise carefully all such exercises.

(2) Distinguish *imperative* and *exclamatory* sentences.

(3) Analyze sentences as to their construction — *simple, compound*, and *complex;* and as to their essential elements — *subject* and *predicate.* Use sentences from the Reader.

(4) Study the uses of words in sentences so as to classify them as parts of speech, — giving particular attention to *name, action*, and *quality words.* Construct sentences which exemplify the use of the words selected.

(5) Correction of errors in language used by pupils in all exercises of the school.

4. Arithmetic.

In the processes of this study, *what* has to be done, and *how* it is done, should be made clear by correct illustrations, and by frequent practice, so as to secure exact knowledge, accuracy, and rapidity in the work; then educe the rule. Pupils should not be required to set forth every step in the operations, except when the aim is to show the reason of the rule. Use the ordinary text-books in this branch.

(1) *Writing and reading numbers as far as millions.* Exercises in the fundamental operations with such numbers. So far the object is the same as in the Primary Form — a more extended view of Decimal Notation being given.

(2) *Exercises in factoring numbers.*

(a) Even and odd numbers; (b) Prime and Composite numbers; (c) Divisibility of numbers; (d) Factoring; (e) Greatest Common Divisor, by factoring, and by other methods; (f) Least Common Multiple by factoring, and by other methods; (g) Cancellation.

The object in view, in these exercises, is to make the pupils familiar with the factors of numbers, so that in all the subsequent work they may be able to use numbers in the smallest terms possible, and to work by the most expeditious methods. At the same time, abundant opportunity is afforded them to use their skill in the fundamental operations.

(3) *Common fractions.* Show the identity of the four fundamental operations, as used with fractions and with whole numbers.

In the various cases of reduction of fractions, the pupils should be required to use the knowledge and skill acquired in the drill exercises in factoring numbers.

In addition and subtraction, fractions should be arranged, like whole numbers, in columns. As in whole numbers, the denomination should be indicated but once. The fractions should be reduced at once to their least common denominator, which may be less than any one of the given denominators.

In multiplication of fractions, divide the denominator, when possible, in preference to multiplying the numerator; and in division, divide the numerator, when possible, in preference to multiplying the denominator.

(4) *Decimal fractions.* Assign reasons for treating them as a special class.

Reduction of common fractions to decimals, and of decimals to common fractions. What common fractions can be exactly expressed as decimals? What common fractions cannot be so expressed?

Exercises in the fundamental operations with decimals, showing their identity as used here and as used with whole numbers and common fractions.

(5) Learn Roman Notation to 1,000.

5. Geography.

(1) *Oral instruction in local Geography continued.* That of school-district, section of land and its divisions, town, county, and State taught, reaching to localities which pupils have not seen. Maps of these constructed by teacher and pupils, or printed ones supplied.

(2) *Oral exercises with the globe continued.* Illustrate other fundamental facts and principles of this study. Secure clear ideas of these facts and principles, and of the Geographical terms used.

(3) *Map and text-book work.* With outline maps, or with the Introductory Geography of some series, study these general subjects: (a) The World and its Hemispheres, (b) North America, (c) United States and its general divisions, (d) South America, (e) Europe, (f) Asia, (g) Africa, (h) Australia. Follow the order and directions of the text-book.

(4) *Instruction given in map drawing.* Pupils draw the maps in their lessons, not in extreme detail.

6. History.

This branch taught by conversations with the pupils in the general exercises, or as combined with local Geography in a daily recitation, during some terms under this Form. Pupils always reproduce the substance of the conversations. Aim to prepare for the study of United States History in next Form. Secure, if possible, these results in the minds of the children: A pleasurable interest in historical subjects; and a comprehension of the most elementary ideas on which history is formed.

(1) Relate incidents in the history of the locality where the school is situated.

(2) Narrate striking occurrences in the settlement of the town, county, and State.

(3) Tell or read historical stories, illustrating important events in the history of the country.

7. Writing.

The time should be spent mainly in writing from copies. A good deal of practice is needed for a very little theory. A teacher will be obliged to use all his ingenuity to prevent these exercises from becoming irksome. Any method which secures faithful, persistent work in writing from copies, is a good method.

(1) *Continue the analysis of small letters.* Make such letters from their principles, and combine them in words.

(2) *Instruction in the analysis of capital letters.* Form these letters from their principles, and combine them, at the beginning of words, with small letters. Practice in using forearm movement.

(3) *Writing-books.* Use Nos. 1, 2, 3, 4 of any system, following carefully the instructions given in each number. Write with pen and ink.

8. Drawing. *Optional.*

(1) *Continue the exercises in drawing straight lines* in any position, and in dividing straight lines into equal parts, and into parts of definite length.

(2) *Drawing the square and the oblong.*

(3) *Construction and dictation exercises* of equal triangles, side by side, base to base, apex to apex; squares on the sides of triangles, triangles on the sides of squares; concentric squares; and diameters and diagonals of squares.

(4) *Simple exercises based on the square:*—The four-pointed star; the Greek cross; the Maltese-cross; the Star cross; and others.

OUTLINE OF STUDIES FOR THE UPPER FORM.

It is sought to complete, in this Form, the instruction of the district schools in the elementary branches. The constant aim should be to cultivate careful and independent thinking, and the most ready use of the knowledge gained in the school. To these ends, analyze thoroughly all difficult processes, consider the reasons for the main operations, and search for the facts underlying each important subject; and also by correct and repeated efforts, acquire quickness and accuracy in working.

1. Reading.

In every reading exercise, develop an intelligent comprehension of the thoughts in the lesson. Always define the more important words and phrases. Study the historical, scientific, literary, and other allu-

sions. Have a clear idea of the scope of the piece. Know something of the biography of its author. Give a logical analysis of the sentences. Adapt the style of the reading to the sentiment and kind of expression, in accordance with the rules of elocution taught in the Reader. Practice drill exercises in vocal culture, to give flexibility and power to the organs of voice and speech. Pupils should cultivate self-possession, and a fluent, agreeable, and forcible manner in reading.

(1) *The Fourth Reader completed, and selected reading.*

Study and apply the rules for the use of emphasis, stress, volume, pitch, inflection, rate, and quality of voice. Follow the special instructions given with any lesson in the Reader. Occasionally write a synopsis of the reading lesson; always review in thought, if possible, the substance of each lesson studied. Criticise not only the mechanical faults in reading, but also the incorrect expression of the sense. Teacher should guide pupils to form the habit of reading, encourage them to read outside the school room, and advise them in the selection of useful books and newspapers. Extracts from these should be introduced into the class exercises.

(2) *Occasional exercises in presenting declamations and original essays.* Criticise kindly, but thoroughly.

2. Spelling.

While the oral and phonic methods of spelling are still used, the written should be made the prevailing method in this Form.

(1) *Spell words in the Reader and in selected articles, or the Spelling-book completed.* Write dictation exercises taken from the Reader and the text-books in other branches. Weekly reviews in the spelling of words previously studied.

(2) *Define, before spelling, new or unfamiliar words*; and encourage the frequent use of the Dictionary.

(3) *Principal rules of spelling learned and persistently applied.*

(4) *Learn the spelling of lists of common abbreviations.*

3. Language Lessons and Grammar.

(1) *Use the ordinary text-books in Language Lessons and in formal Grammar.*

(2) *Under Syntax, attend specially to the exercises in faulty construction.* Correct these and give the reasons.

(3) *Parse words and analyze sentences in the Reader.* Use some system of diagrams, as they present to the eye the essential parts of a sentence, and the relation of the words to each other.

(4) *Require frequent exercises in composition and letter writing.* If on assigned topics, aid the pupils to find information on them. Reproduce short and suitable selections read by the teacher. All these exercises should be carefully examined and criticised as to the use of capital letters and punctuation marks, the selection of words not in their proper meaning, the construction of sentences, and the grammatical mistakes. The compositions and the letters may be read at the Rhetorical Exercises of the school.

4. Arithmetic.

All the operations required in the solution of a problem, should be indicated before any of them are performed. The whole attention should be centered first on the reasoning necessary for the solution; and second, on the operations. Cancellation should be employed when it will shorten the work. Principles should be understood before rules are constructed or learned. Rules should be based on principles. Originality in methods of solution should be encouraged. The pupil should be directed to make his own classifications. No merit in Arithmetic will offset lack of accuracy. The results must be true or the work is worthless. Rapidity, directness, and neatness of work tend to accuracy. Often introduce both mental and written exercises for rapid work and results. Use ordinary text-books in this branch.

(1) *Make out bills and balance ledger accounts.*

(2) *Compound numbers, using the tables in common use.* The fundamental operations with compound numbers should show their identity as used here, and as used with whole numbers, common fractions, and decimals. Original examples, as well as those from the text-books, on the measurement of rectangular surfaces and solids, lands, flooring, papering, painting, carpeting, lumber, timber, cord-wood, masonry, bins, and boxes.

(3) *Ratio and Proportion.* Problems solved by the rule of three, and also by the common forms of analysis. Show that the operations are the same by whatever method the problem is solved. Study here the general principles of division, as they appear in simple division, in fractions, and in ratio.

(4) *Percentage.* Definitions of the terms used. Reduction of fractional values to per cent.; and reduction of values in per cent. to common fractions and to decimals. The applications of percentage to problems not involving time, as profit and loss, commission, stocks,

etc. The applications to problems involving time, as simple interest, compound interest, discount, bank discount, etc.

(5) *Square and Cube Root.* Solve problems by factoring and by the rules.

5. Geography.

Continue the use of maps, outline or from text-book, in learning the location of different places, the comparative size of different countries, the courses of rivers, the ranges of mountains, etc. Continue the instruction under map drawing, using lines of latitude and longitude; and teaching pupils how to indicate rivers, mountains, coast line, and boundaries between different countries.

(1) *Text-book work.* Complete the Intermediate or Common School Geography of some series. Among the topics, give special attention to Europe, the United States, and Wisconsin; and examine carefully their physical features, inhabitants, products, means of communication, and commercial centers.

6. United States History.

This branch should be pursued in our schools for the aid it gives in fixing more clearly in mind the geographical features of our country, for the valuable information it imparts on the origin and growth of this Nation, and as preliminary to the study of the Constitutions of the United States and Wisconsin. In this study, use constantly a map of this country; bring out the leading events and personages of each period; establish the causes and then the results; and reach a general survey of the present condition and movements of the people.

(1) *Use text-book.* Pursue the study by topics, as follows: (*a*) Discoveries and settlements; (*b*) Colonial period, with its different governments and claims to territory; (*c*) Early growth of the idea of the Union; (*d*) Revolutionary War; (*e*) Period of the Confederation; and (*f*) The period since the adoption of the Constitution, with its different administrations.

7. Constitutions of the United States and Wisconsin.

(1) *Use ordinary text-books on these subjects.* By conversations and by questions, the teacher should show the similarity and connections between the two forms of government.

8. Writing.

(1) *Writing-books.* Use other copy-books after No. 4 of the system adopted in the school. Follow the instructions in each number.

(2) *Practice business forms*, letter writing, and keeping accounts by single entry.

(3) *In all the blackboard work and in all written exercises* of the different classes, require neatness and legibility.

9. Drawing. *Optional.*

(1) *Use some elementary text-book.*

(2) *Inventive drawing* with straight-lined figures. Horizontal repetition, vertical repetition, repetition about the center, and center with border.

(3) *Exercises in simple curved lines.* Figures formed by straight and curved lines, leaf and flower forms, and designs from the same.

10. Vocal Music. *Optional.*

In the exercises of this study, the pupils in all the Forms can, in many points, be instructed together. Usually this work should be performed at a time set apart for general exercises.

(1) Learn to sing simple melodies by rote.

(2) Practice the scale in different keys.

(3) Read notes written on the blackboard, or presented in the exercises of some Singing-book designed for school use. From the latter, learn easy and spirited songs.

SYNOPSIS OF THE COURSE OF STUDY.

This synopsis can be copied by the teacher or printed on a card, to be posted in the school room or distributed among the pupils for them to consult.

For the Primary Form.

1. *Reading.* Primer or Chart, First and Second Readers.

2. *Spelling.* Oral and written spelling of all words in reading lessons, and words from other sources.

3. *Writing.* First by print, and then by script letters; write words and sentences from Readers, and those presented by teacher.

4. *Language Lessons.* Proper use of familiar words, copying and building sentences, observing uses of capital letters and punctuation marks, reproducing stories told, and composing brief descriptions and simple narrations. *Telling* and *asking* sentences. Short selections memorized and recited.

5. *Arithmetic.* Ideas of numbers and Decimal Notation as far as 1,000. Exercises in the four fundamental operations, by Grube's Method. Roman Notation to 100. Proper fractions, and familiar tables of denominate numbers.

6. *Geography.* Oral lessons on well-known physical and other objects, on ideas of location, on uses and construction of maps, and on properties of the globe.

7. *Drawing* — Optional. Straight lines in different positions, divisions of these lines, angles, and triangles.

For the Middle Form.

1. *Reading.* Third Reader and Miscellaneous works for Children. Webster's Dictionary used by pupils. Recitation of short pieces.

2. *Spelling.* Oral, written, and phonic spelling of words in reading lessons or Spelling-book, and dictated by teacher. Copy selected paragraphs.

3. *Language Lessons.* Continue former exercises. *Imperative* and *exclamatory* sentences. Simple, compound, and complex sentences analyzed. Subject and predicate, and parts of speech studied. Faulty language corrected.

4. *Arithmetic.* Processes made familiar. Decimal Notation as far as 1,000,000. Factoring numbers. Common and decimal fractions. Roman Notation to 1,000.

5. *Geography.* Oral instruction on local Geography and the globe continued. Map and text-book work in Introductory Geography on the grand divisions of the Earth. Instruction in map drawing.

6. *History.* Remarkable incidents or events in the history of the locality, town, county, and State, related. Historical stories about this country.

7. *Writing.* Analysis and combination of small and capital letters. First four copy-books of any system.

8. *Drawing* — Optional. Exercises in straight lines continued. Square and oblong, squares with triangles, and combinations of the square.

For the Upper Form.

1. *Reading.* Fourth Reader, and selected reading. Declamations and reading essays.

2. *Spelling.* Mainly by written method, spell words in reading lessons or Spelling-book. Learn rules for spelling, and common abbreviations.

3. *Language Lessons and Grammar.* Study the ordinary text-books. Attend to faulty constructions in Syntax. Parsing and Analyzing. Write compositions and letters.

4. *Arithmetic.* Commercial Accounts, Compound Numbers, Ratio and Proportion, Percentage, and Square and Cube Root.

5. *Geography.* Intermediate or Common School Geography completed. Special attention to Europe, United States, and Wisconsin.

6. *United States History.* Study by topic as preparatory to Civil Government.

7. *Constitutions of the United States and Wisconsin.* Use ordinary text-books and oral instruction.

8. *Writing.* Other copy-books, business forms, letter writing, and keeping simple accounts.

9. *Drawing* — Optional. Use text-book. Inventive drawing with straight-lined figures, and with simple curved lines.

10. *Vocal Music* — Optional. Exercises by all the pupils in singing simple melodies, practicing the scale, reading notes, and learning spirited songs.

OUR SPELLING AND PRONUNCIATION.

The many anomalies in the orthography and orthoepy of our language, press upon the careful student the necessity of some change. The marvellous extension of the English language, during the present century, on the continent of Europe, in India and Oceanica, besides the greater part of America with its prospective spread within a few decades into Mexico, Central America, and the Southern Peninsula, makes the necessity of a change more imperative, so as to facilitate those commercial relations which modern industries are creating, and to open up to the world those treasures of freedom and of constitutional government which its literature contains.

It is not to be judged, as some would seem to imply, that the English language, in respect to anomalies in spelling, is a sinner above all others. This is common to all living languages. Physiologic and climatic changes, the desire for novelty in pronunciation, the adoption of new words from other languages, and the stereotyped character of spelling as compared with the fluctuating character of spoken words, will ever be producing points of disagreement, demanding a rectification of the orthography. New alphabetic sounds will arise, old ones will change or disappear just as in the past. At the commencement of the present century, the two sounds of *a* which are found respectively in the words *ask* and *fare*, were not recognized by Walker, the most philosophic of our early orthoepists, while the sound of *e* in *clerk*, *merchant*, *sergeant*, etc., corresponded to the sound of *a* as now heard in *march*.

So long as a people are without a standard literature and unhampered by authoritative dictionaries, they easily accommodate themselves to these vocal changes, each according to his taste, the law of the "survival of the fittest," determining which shall prevail. But now, under the tyranny of the lexicographers, a manhaving any pertention to education, must have a moral courage most uncommon to spell a word in a way not sanctioned by Worcester, Webster, or Smart; or who, being caught in it, would not blush as if he had been convicted of breaking the Decalogue. A fine illustration of our bondage is seen in the forged letter on the Chinese question attributed to General Garfield. The spelling of the word *companys* (companies), was proof positive that the letter could not be the work of the scholarly Garfield, but of some ignorant pretender. Had this happened in Washington's day, there would have been no such presumption.

It is not to be supposed either that our language in its orthography is without law, or that the most of its anomalies cannot be accounted for. The dropping of harsh consonant sounds, common in all languages as the people advance in civilization, and the tendency to drop all strongly diphthongal sounds, have had a marked effect on the remaining vowel sounds. Its cosmopolite character in virtue of which it refuses not to adopt words from any language, civilized or savage, has also had the effect of disfiguring its orthography, and the question is how to correct this growing disfigurement.

There are two principal methods for accomplishing this end. The first, which may be called the "root and branch" method, contemplates having a separate chatacter for every spoken sound; and if the commonly accepted definition of a *letter*, viz.; "that it is a character representing a sound of the human voice heard in speaking," were altogether correct, there would seem to be no other way open to us. But this is not the whole truth in regard to a *letter*. A letter has three functions: —

1. It may simply represent a sound of the human voice heard in speaking.

2. It may indicate a modification of the sound of another letter.

3. It may combine both these functions. Illustrations will be found farther on.[1]

This threefold function of our alphabetic characters, makes another method practicable for reforming our orthography and bringing our spelling into harmony with our pronunciation, and both in accordance with law. Indeed, it requires that we simply follow consciously and of set purpose the law of change in phonetic representation, which the genius of English speech has developed naturally and unconsciously, and in the main satisfactorily hitherto. This requires few if any changes in the character, the power of any given letter being readily determined by its position and relation.

[1] NOTE. To prevent ambiguity, I may give the sense in which the terms *vowel* and consonant are here used: A *vowel* is a sound of the human voice made by the breath modified by the configuration of the more or less open cavity of the mouth.

A consonant is a sound made by the breath modified by the more or less close contact of the organs of speech.

It may be well, also, to remind the reader that these two classes glide into each other (as plant and animal life seem to), moving from the most open *station a* to the most complete closure in port; and that the same letter may represent one or other of these classes, according as it stands related to other letters in the syllable. W, y, and r are examples.

In order to make clear to those who have not given special attention to this matter, among whom are many of our younger teachers, a few of the well known canons of English orthoepy are here subjoined; and as the letter *a* represents the widest range of sounds of any of our letters, it is chiefly referred to. Of course, any intelligent person can readily extend the list, and certainly every teacher ought to complete the series from his own observation and knowledge of the language.

CANON I. The fundamental sound of the letter *a*, as of every vowel in the English language, is found when it is *final in an accented syllayble:* e. g. *ca-per, la-tent, da-tive, ma-ple*, etc. This sound is called the long or name sound, and serves to illustrate the primary function of a letter, viz.; simply to represent a sound heard in speaking. I believe the exceptions to this rule may be counted on the fingers of one hand.

CANON II. When the vowel is followed immediately by a *full* consonant in the same syllable, it assumes its short sound: e. g. *cap, rat, mad, pan.* This illustrates the *double* function which certain letters perform, the final consonants in the above examples not only representing their own proper sounds, but also modifying the preceding vowel. This, in principle, is similar to what is called *umlaut* by German philologists.

CANON III. But when the untrilled *r* follows the letter *a* in monosyllable and is final, its causes the *a* to take its Italian sound, which it retains also in the derivatives. When the *r* is trilled — that is when it is consonantal — it has the same effect on the radical vowel as any other consonant; e. g. tärry, covered with tar; tărry, to wait. The peculiar effect of vocal *r*, as a modifier of the preceding radical vowel, extends to all the vowels.

CANON IV. When the radical vowel is supported by the letter *e* after the intervening consonant, it resumes its long sound: e. g. *cape, rate, made, pane.* It should be observed that in the case of the vowel *a*, the same effect is produced by incorporating the vowel *i:* e. g. *maid, pain, rain.* These cases exemplify the use of a letter for the sole purpose of modifying the sound of another.

The above cases will serve to exemplify the method developed in English for making the twenty-six, alphabetic characters do the work of forty-two; and were they uniformly applied, its orthography would present little difficulty, either to children or foreigners. It, however, lacks this uniformity, but there is no insuperable difficulty in bring-

ing it about. Towards this end the labors of the Association for the improvement of our spelling are directed. One great obstacle to success is that so few are conscious that these laws exist, imagining that there is but one proper sound to each of the letters, and that all other sounds are aliens. Now that the teachers of Wisconsin have been so thoroughly drilled in *making* all these sounds, let them add to this a knowledge of the *normal conditions* under which these sounds are respectively found, and they will not only have made another step in the interesting study of the English alphabet and orthoepy, but they will also be prepared intelligently to aid in bringing about those reforms in our orthography, which are so greatly to be desired.

Pewaukee. A. F. N.

HEIDELBERG AND ITS SCHOOLS.

Heidelberg is one of the old cities of Germany, but it is nevertheless one of the most attractive, in its situation and surroundings. It lies upon the south side of the Neckar, just where this tortuous river hurries forth from the confinement of the hills into the broad, level valley of the Rhine. As you stand upon the much frequented Philosophenweg, or upon the much more frequented terrace in the old castle grounds, you look down upon a densely crowded, uneven mass of tile roofs, about two miles long and less than half a mile wide, under which live more than 22,000 people. A cluster of tree-tops, here and there, marks the location of a "Platz," or gravel-covered square; a few church spires and towers rise above the general level; the rounded roof of one of the University buildings, with its dwarf-like clock tower, arrests the eye; otherwise all is a dull, undistinguishable, almost unbroken mass of stone. The narrow, winding streets which extend through the length of the city, with the numerous cross streets and alleys, are but as the crevices between the huge blocks of stone in nature's masonry. Upon one side of one of the long streets is the "Anlage," or public promenade, with its small gardens and parks, which in pleasant weather is thronged from morning till night with men, women, children, dogs and baby carriages. But from our point of observation, this most beautiful part of the city cannot be seen, or rather seems a continuation of the thick woods that cover the adjoining hills. Let us climb these hills, and take a more extended view from the top of the Konigsstuhl. We are now over one thousand feet above the city, and can look almost

perpendicularly down upon it. The Neckar valley stretches far to the southeast. Stone-laden barges and long, narrow rafts float rapidly down the swift flowing river. To the west, in the far distance, the eye discerns the dim outline of the hills which bound the garden-like valley of the Rhine. The Odenwald and the Black Forest darken the horizon to the north and the south. Thirty cities and villages may be counted, without the aid of telescope or opera glass, and in favorable weather the spire of the Strassbourg Cathedral may be seen, though nearly one hundred miles away. This fine prospect, however, can be enjoyed only at the expense of a tiresome climb of an hour, or of several marks, for a carriage or donkey. Those who enjoy pleasant walks in less elevated regions, have abundant opportunity for delightful excursions of varying length. This is perhaps one reason for Heidelberg's popularity among the English as a summer resort, for walking seems to be a necessity with them.

But the great attraction of the place is the ruined castle and its charming grounds. This overlooks the city from the hill side, at its western extremity. It was founded in the thirteenth century, but was not completed in all the grandeur of its palatial proportions until about the middle of the seventeenth. It was destroyed during the Thirty Years' War, and again in 1689. The French soldiers were ordered to demolish it thoroughly, and not leave one stone upon another; but the order could not be fully executed. A maze of ruined halls, courts, towers and columns still remains. The walls around the court still show the numerous statues, busts, coats of arms, and richly carved work that adorned them before the destroyers came. Four centuries elapsed from the beginning of the castle to its final destruction. For only four decades did the Electors-Palatine enjoy the full perfection of its beauty and strength.

In one of the cellars is the celebrated "Tun of Heidelberg," the largest wine cask in the world. It is thirty-six feet long and twenty-four feet in diameter, and has a capacity of 300,000 bottles, or 49,000 gallons. A dancing floor was built upon the top, to be used in celebrating the filling of the cask. But this occurred only three times.

The illumination of the castle, which takes place three or four times during each summer, is a sight of surpassing beauty. No more magical transformation can be imagined than that produced by the red Bengal lights upon the somber walls of this picturesque ruin.

Add to all these external attractions the excellent educational advantages to be enjoyed in Heidelberg, and we do not wonder that it is

so much frequented by English and Americans. We may consider the school here as representative of the German school system. First and lowest is the *Folksschule*, which affords an elementary education, all that the compulsory law requires. Hence it is a free school, but not a "mixed school" in the proper acceptation of the term. The children may play together, but neither study nor recite in the same room. Many children never attend any other school, while on the other hand many prepare for the higher institutions at home or under private tuition, and so never enter the *Folksschule*. At the age of six the girls may enter the *Tœchterschule*, but the boys are not admitted to the *Gymnasium* until they are nine, save in exceptional cases. It is difficult to get definite information in regard to the methods of instruction and general conduct of these institutions, as "visiting schools" is a thing here unknown. But their courses of study will give some idea of their character. The following are the studies prescribed for the first and last years of the girls' school: Religion, Writing, Numbers, Object Lessons, Singing, Needlework, Gymnastics. Last or eighth year: Religion, German Language and Literature, French, English, Mathematics (Business calculations, Algebra and Geometry), Medieval and Modern History, Geography, Physics, Drawing, Singing, Needlework, Gymnastics. Branches named both in the first and last year, are pursued through the entire course. In the fourth year French and Drawing are commenced, and English in the seventh. Religious instruction is given to Protestant, Catholic and Jewish children in separate classes. Graduates are allowed two years additional study in the institution, during which elective studies may be pursued. This ends the school days of young ladies.

The intermediate schools for boys are of two kinds: the *Realschule* or the *Bergeschule*, and the Gymnasium. The former is a scientific, the latter a classical school. English and French are taught in the *Realschule*, but neither Latin nor Greek. These schools, however, are not generally popular. Much the larger number prefer the severer training of the nine years course in the *Gymnasium*. The following outline of the sixth year's work may suggest the general nature of the course: Religion, German, Latin, Greek, Hebrew, French, Greek History, Mathematics (Algebra and Geometry), Natural History, Singing, Gymnastics. These are continued through the remaining years of the course; other studies are introduced from time to time, English appearing in the last year. It is at once apparent that the Gymnasium is neither an Academy or a College accord-

ing to our American standard. It is thoroughly German. An institution that sets a boy to studying Latin at the age of nine, Greek at twelve, and Hebrew at fourteen, would hardly be received with favor among a people that barely tolerates Latin and German in its High Schools, and is ever clamoring for the more "practical" studies. If, however, we judge by results rather than by the course of study, we must admit that the Gymnasium is well adapted to the wants of the German student, for German scholarship is second to none, whether European or American, and the foundation for it is laid in the Gymnasium.

The schools here open at eight in the morning, and close at four in the afternooon, with a two hours intermission from twelve till two. The merry groups of children that hurry along the streets with their satchels filled with books strapped upon their shoulders like knapsacks is a novel and interesting sight. No books are left in the school-buildings.

A word or two must suffice for the University. Though not ranking among the best of German Universities it is attended by about 700 students, and offers excellent facilities for the study of Theology, Philosophy, Mathematics, Science, Medicine, Language, History and Jurisprudence. The departments of Medicine and Jurisprudence are especially prominent. Among the more noted instructors are Profs. Bunsen, Ihne and Bartsch. The school year is divided into two semesters, commencing respectively in October and April. The plain, unattractive buildings are located in different parts of the city, and no college "campus" exists to stimulate poetical effusions.

J. H. C.

TWO CURIOUS STORMS.

NOTICED AT VERMILLION, DAKOTA TERRITORY.

About the middle of March of the present year, the high winds which characterize that boisterous month, became exceptionally strong and violent.

On a certain Saturday, a "Dakota Zephyr" of unusual vim, puffed furiously from the northwest. It was not a hurricane, but it came tearing over the broad plains that stretch away to the northward, with a power that lifted everything whose solidity was not well established, set all buildings a-trembling, demolished rickety ones, filled the air with dust, ashes, cinders, etc., from the fields and burnt dis-

tricts of the country, and made travel of any kind a pilgrimage of woe.

The careful housewife closed shutters and lowered curtains to keep out the driving dust, but no amount of precaution could avail; and a copious layer of mingled dust, ash, and cinder, was spread over window sills, carpets, and furniture. A tablespoonful from one narrow window sill was the average at my domicile. Thus far, however, there was nothing unusual in the affair to a dweller on the western plains.

All night the storm continued, but Sunday morning dawned comparatively calm.

In the afternoon, a breeze sprang up from the southeast. By Monday morning, the breeze had increased to a strong wind; and the dust that had made such a hurried exodus from Dakota on Saturday, now came scurrying tumultuously back, bringing with it a strong re-enforcement from Nebraska.

Tuesday, and the wind was a gale, still from the southeast. Tuesday noon, the strength of the storm began to fail and at four o'clock a dead calm reigned.

The only phenomenon thus far that could attract attention from its novelty, was the appearance of the clouds. Some of them were very low, while through their openings could be seen the highest strata. All were exactly the color of the dust clouds that had filled the lower air on Saturday, Monday, and Tuesday.

The air between the earth and clouds was entirely free from dust or smoke at four o'clock P. M. of Tuesday, and remained so until evening. At six o'clock a few drops of rain fell. Happening to be out of doors, I found a light drop of muddy water upon my hand. Where it came from I was at a loss to tell, but presently another and another fell. I stepped out into a broad, open space, and held my hands for more. They came, and every drop of the supposed rain proved to be a drop of *mud*.

I took a sheet of white paper and caught a dozen or more, each one drying and leaving a deposit of fine dust where it fell. I showed these to five or six different persons, while the drops were still falling, and each one verified my statements by his own experience on the spot. The drops continued to fall for about fifteen minutes, but nothing like a shower came.

The second storm was not, perhaps, so exceptional as the one just described, but it seems to be worth noticing. It had the appearance

of an ordinary hailstorm; in fact, it passed for such,—the only element lacking to make its claim to that title good, being hailstones.

It was this feature that attracted my attention. In place of hailstones there fell *snow-balls*, some round and of the size of large peas at first, but increasing until they were larger than cherries.

More of the balls were conical in shape, perhaps as near like strawberries as anything I could mention in comparison.

The balls were quite compact and hard, but broke when they struck the earth, exactly as any snow-ball breaks. The largest balls were an inch in their longer diameter.

The fall continued about ten minutes, but most of the balls fell in about three minutes. Were they hailstones in embryo?

C.

COMMENCING SCHOOL.

As so many schools will commence within the next two weeks, now is an appropriate time to offer a few suggestions on the subject indicated by the title. "What is well begun, is half done."

I take it for granted that no teacher in the county wishes to fail, that all would prefer to succeed, and that most are willing to work for success. Now, success depends largely upon ability to foresee difficulties and skill to prepare for them. This foresight and preparation must extend into details. The hinges of success, like the hinges of a door, are small. "Trifles make perfection," and attention to seeming trifles is often the key to success. To suggest a few preparations proper to be made, is the object of this article.

1. *Before leaving home, provide yourself, if your school is in the country, with a few cheap slates, some pencils and pens, a quire or two of paper, and a few crayons.* You may find the school-house and your pupils well provided with these materials, and you *may not.* Any lack of material may be a serious hinderance, and one not easily remedied. In the country, it is not always easy or convenient to send to town for needed materials at once. Hinderance of your work the first week may start you on the way to failure. The investment of a dollar may give you a good start on the road to success. Pupils need not learn to depend upon you for materials, as some may fear.

2. *If you can, go to your field of labor some days before the term is to commence.* This will show interest in your work, and will aid in making an impression favorable to you. When you get there, do not

mope, do not loaf. Do not say too much about what you expect to do. Let your movements show that you have come to do *something*, and that you have a pretty good idea what it is. Do not pretend, however. Your object in being there is to prepare to open your school. Visit the school premises. Become familiar with them. If there is anything that you can do to make them more to your liking, do it. It may rain on the first morning, so get the wood and kindling into the building. Look up the register. Study it, and the report of your predecessor. Outline a plan of work for the first day. Preparation produces confidence; confidence and evident skill command respect. Pupils admire a teacher who "knows his business." In whatever you do, be modest. Avoid giving the impression that you think the district needs revolutionizing, and that *you* are the one to do it.

III. *On the first morning be the first person on the premises, or at least, in the school house.* Be busy. Let your pupils then and there learn a lesson of industry. If you can read pupils, you can pick out one or more who may possibly give you trouble during the term. If you can do so without too plain effort, get such to do something for you. Do not talk very much.

IV. *Having called school a few minutes before, at precisely nine o'clock commence work.* This is to be the first lesson in *promptness.* Pupils usually show a preference for a certain seat. Let each retain the seat chosen by him, with the understanding that, while the seating is wholly under your control, you prefer to let each one have his chosen seat until a change is demanded. The pupils will appreciate your consideration.

Do not take much time with your opening remarks. Let it be felt that you execute better than you talk, that your deeds excel your promises. Get to work, remembering that your first work is *to secure control of your school.* If by your acts in pursuance of your duty, you secure a feeling that you thoroughly comprehend your work, that you can see all pupils at all times, that you cannot be thrown off your guard, that you mean to use every one well — that is, do your duty by him — the task of controlling the school will not be difficult. In all this, do not pretend, do not be rash; be prepared, give your duties your whole attention.—*Supt. Jas. T. McCleary.*

Principles are of more importance than details. If you have not time for both, attend chiefly to the former.

PRIMARY INSTRUCTION.

SPELLING.

I transcribe on paper or tablet the pictures of words that I have in my brain. This is the process of spelling, and needs not the slightest qualification or explanation to make itself clear to any one who will think of exactly what they would do when they write a word. If we misspell a word, our brain-picture of it is defective; when we *think* it wrong, we are comparing the written form with the brain-form. Our attention to this form brings it more distinctly into the consciousness, and the mistake is seen and corrected.

Words oftentimes come into the brain as combinations of sounds (names of letters), which must be translated into forms before they can be written. If this has not been done previous to the act of writing, a double and difficult process takes place, which, together with the absorbing thought of composition, renders such translations imperfect. Thus many persons who spell exceedingly well orally, make many mistakes in writing. A teacher took three prizes at spelling-schools, and made five mistakes in spelling in a short note to a school committee.

The foundation of spelling should be, then, the reception in the brain of forms, not sounds. The most favorable conditions for the mind's preception and retention of correct word-forms, when ascertained, will give us the best possible method of teaching spelling. First, the closest attention to a form to be retained is brought about by the most energetic exercise of the sense of sight upon that form. The closest attention to a form is attained by attempting to draw it. The closest attention to a word that can be given, is to draw it,— that is, to copy it in writing.

All primary study of spelling should be by copying words. Let me repeat: as drawing is the best method of training sight, so drawing words is the most economical and practical method of teaching spelling. Trained sight will take in a word-form at one seeing, so that it can be correctly reproduced with great ease.

Two more very important principles, and I will give the details of a natural method. The forced attempt to reproduce or express that which is vague and indistinct in the mind, is detrimental. Original mental representations or pictures are the results of repeated action

of the perceptive faculties upon the same objects. They grow into distinctness very slowly indeed; thus the little child must hear the same word hundreds, perhaps thousands, of times before it attempts to utter it. There comes a time, however, when the accretions of impressions of the same spoken word, by its own vividness, force the child to utter it,—the first word.

In like manner the word-form, slowly produced by close seeing (writing), should not be reproduced until it is distinct in the mind. The child should be prevented, as far as possible, from seeing or even reproducing incorrect forms, for they stamp themselves as readily upon the mind as correct forms, and will turn up on paper as unwelcome intruders. The same is true of all forms and expressions,—capitals, punctuation, and syntax. The details of the method, founded upon these principles, which I have endeavored to follow for several years,—and I think with excellent results,—were as follows:

I. The first year (lowest primary), should be spent in copying words, with little or no reproduction without copy. Language consists of reading (recalling ideas), and composition (expressing them). Reading and composition should be taught together as two branches of language. Every word and every sentence taught should be copied from the blackboard on the slate, and then read from the slate. No matter how crude and awkward the first copyings are, they should be commended and the writer encouraged. They are types of the child's crude perceptions. Perseverance will soon bring order out of seeming chaos. The better the picture of the word the child makes, the more distinct will the impression be upon the mind; therefore, technical writing should be taught from the first. The writing of words and sentences helps reading essentially, and if it were done for no other purpose, the time would be well spent,—time which would otherwise be given to listlessness or tiresome idleness.

2. At the end of the first year, quite a number of distinct mental word-pictures will be stored in the mind, ready for reproduction. Begin carefully; after a word has been copied from the board, erase it, and have it reproduced without copy. Do the same with two words, then three, and so on. Write a sentence, erase part of it,—and then cause the whole to be written. *Never have one word written incorrectly*, if you can possibly avoid it.

3. Teach those words only which your pupils use in language. This rule holds good throughout the course. By language I mean words used in any and all recitations. When a word is misspelled,

have it corrected immediately. Keep a list of misspelled words, and teach no other words until they are *learned.*

4. Teach the most-used words first,— words like *is, are, were, was, been, shall, will, they, there, their, which, whose,* etc.

5. Teach words separately, and in sentences. The best test of spelling is writing from dictation.

6. No word should be taught until it is the sign of a distinct idea in the mind of the learner. The first year the child should be trained to express thought orally; the second year, to talk with the pencil, which involves the reproduction continually of words which he knows. The spelling is made a minor branch of language-teaching, taking very little extra time.

7. During the third year, oral spelling can be introduced as a valuable auxiliary. It will be found in the third year, if this method has been faithfully followed, that children will write correctly most new words after reading them *once;* this is a trained product of trained sight.

8. All study of spelling should be by copying words and sentences in the best possible hand-writing. The copied words should be marked and corrected just as carefully as any other lesson.—Supt. F. W. PARKER.

SUPPLEMENTARY BLACKBOARD READING LESSON.

Two little mice met on the cellar steps. One little mouse was going up, the other was going down.

We will call them Gray-back and Sharp-eyes.

"I'm so hungry," said Gray-back. "I know where to find some cheese," said Sharp-eyes.

"Where?" cried Gray-back.

Just then they saw the old black cat; so they ran away as fast as they could.

Pussy was hungry, too.

Above is given the text of a blackboard, supplementary reading lesson. The teacher of primary reading feels the need, nay the necessity of other matter than that furnished by the reading book,— something to vary the usual class exercise, something fresh and entertaining.

Supplementary reading books, magazines, and papers have been resorted to; these are all better than no attempt for variety. But the

difficulty lies here, the vocabulary of pupils, especially if reading in First Reader, being limited, they meet with too many new words and new sounds, which entirely change the character of the recitation from what was intended,— making it advance drill work on words, instead of pleasant reading.

The teacher can do this work herself, can furnish her own supplementary lessons, can utilize the words already in possession of the class, and introduce as many new words and sounds as the particular class can master during the recitation.

The first remark of the teacher will be, "I cannot draw!" No artistic drawing is necessary. It is certainly desirable, but the lesson can be just as successfully. given with only a rude sketch drawn by way of illustration. Indeed, one of the happiest exercises of this kind I ever saw, was when the teacher drew an impossible cat upon the board, which cat was pronounced a chicken by a very small number of the class,— much to the amusement of the others, who immediately began naming the difference between cats and chickens; and in their childish way suggesting to the teacher that by erasing certain lines and making the tail longer, she could make the resemblance to a cat much more obvious.

The preliminary work, that is the picture and the talking, need occupy but a few moments of the time; but it is absolutely necessary, in order to secure attention, to explain the lesson and to invest it with some degree of interest.

There is just enough of pleasurable excitement in such a lesson to arouse the keenest use of the faculties of the child.

If the teacher does her part there is no fear for the children; they will be delightedly interested during the entire exercise.

To introduce the lesson, the teacher requests the class to come without books, as there will be some thing new to-day. The pupils come and stand expectant,— the teacher awaiting them before the blackboard, crayon in hand. She turns to the board and rapidly draws lines representing cellar steps. If the resemblance to steps be not close, then it would be well to suggest that they were intended to represent steps. The teacher then says, "Now, children, watch and you will see something going up these steps," at the same time drawing the mouse going up. "What is it?" "A *mouse!* A MOUSE!" the class answer. "Now watch and you'll see another mouse going down." The teacher then prints — or writes — the first paragraph upon the board, calling for volunteers to read; at the same time, telling them that it is all about two little mice.

The next step is naming the mice. The children may be allowed to choose names if the teacher prefers.

It is not necessary to suggest anything farther. The teacher will gather the thought from what is here given.

Much can be made of the direful catastrophe averted by the running away of the mice.

Have the lesson read paragraph by paragraph; indeed, word by word, if necessary; and at the close, have it all read by individual members.

Class can reproduce it in writing, after passing to their seats. Their attempts to reproduce the picture will not be the least pleasing part of the exercise.

Oshkosh, Wis. MRS. E. B. BRIGGS.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. A district met in annual meeting and adjourned to September 5th, but met September 1st. Was the meeting on the 1st legal and its action valid?

A. Its action was null and void, unless the meeting was duly called as a special meeting.

Q. Can a district consolidate its school with a private school?

A. No. A public school must be kept strictly by itself, as to school room, teacher, and management, for the reason that the law provides for no other course. It is a common thing for a private school to be given up, and then the pupils naturally go to the public school, without further ceremony.

Q. Does section 416 provide that a district cannot lose its organization after two year's existence?

A. No; it merely provides that when two years have elapsed, after the first organization, it cannot then be called in question; but the term organization here must be taken to cover more than the matter of the first election of officers. The action of the town board in creating the district cannot be called in question, after the district has been in operation two years. That a district may lose its organization, in the sense of ceasing to have any officers, is implied and provided for in section 414.

EDUCATIONAL MEETINGS.

WISCONSIN TEACHERS' ASSOCIATION.

EXECUTIVE SESSION.

December 27 — 30. *At Madison.*

PROGRAMME.

MONDAY EVENING AND TUESDAY.

THE PRINCIPALS' SESSION.— J. Q. EMERY, President.

TUESDAY EVENING, DECEMBER 28.

ADDRESS.— Pres. J. BASCOM: "Developement of Language."

WEDNESDAY MORNING, DECEMBER 29.

REPORT ON STATE CERTIFICATES. — C. F. VIEBAHN, T. C. CHAMBERLIN, T. F. FRAWLEY.

PAPER.— "Course of Reading for Teachers"— Supt. J. T. LUNN.

DISCUSSION.— School Discipline: Its Objects and Methods. W. E. ANDERSON, S. A. HOOPER, Pres. MCGREGOR.

REPORT.— Committee on University: J. Q. EMERY, S. SHAW, and E. B. WOOD.

WEDNESDAY AFTERNOON.

Session of County and City Superintendents.

WEDNESDAY EVENING.

ADDRESS.— "The Child of To-day — The Citizen of To-morrow" — J. B. WHITING, M. D.

General Business.

THURSDAY MORNING, DECEMBER 30.

PAPER.—"State Tax for our Public Schools" — State Supt. WHITFORD.

DISCUSSION.— Teaching Language in our Graded Schools. W. G. CLOUGH, J. H. CUMMINGS, H. C. HOWLAND, C. A. HUTCHINS, A. J. HUTTON.

REPORT.— Committee on Normal Schools: W. C. WHITFORD, W. G. CLOUGH, J. T. LUNN.

REPORT — Committee on Private Education and Kindergarten Work: JAMES MACALISTER, MARY BRAYMAN, and J. B. THAYER.

THURSDAY AFTERNOON.

PAPER.— Drawing in the Common Schools, with Illustrations — W. S JOHNSON.

REPORT. — Committee on Colleges: T. C. CHAMBERLIN, A. SALISBURY, and J. H. TERRY.

REPORT.— Committee on Institutes: W. H. CHANDLER, AGNES HOSFORD, and W. H. CUMMINGS.

REPORT.— Committee on School Supervision: Pres. MCGREGOR, J. HOWITT, C. F. VIEBAHN.

REPORT.— The Practical in Education.— Pres. ALBEE, A. J. HUTTON, A. R. SPRAGUE.

The usual arrangement has been made for one-fifth fare return tickets on all railroads except from Geneva Lake to Genoa, and the narrow-gauge road from Fond du Lac to Iron Ridge Junction.

The Capital House, $1 a day; the Vilas House, $1.50; and Park Hotel, $2.00.

I. N. STEWART,
President.
W. H. BEACH,
Chairman Ex. Com.
J. H. GOULD,
Secretary.
W. D. PARKER,
Railroad Clerk.

December 1, 1880.

Fourth Annual Session of the Wisconsin Principals' Association.

At Madison, December 27 *and* 28, 1880.

PROGRAMME.

MONDAY EVENING, DECEMBER 27TH.

7:00 P. M.— Paper — Social Science in Graded and High Schools, C. F. Viebahn.
Paper — T. B. Pray.

TUESDAY MORNING, DECEMBER 28TH.

9:00 A. M.— Paper — General History, Miss Jennie Muzzy.
Paper — Language, W. H. Beach.
Paper — English Literature, A. R. Sprague.

TUESDAY AFTERNOON.

2:00 P. M.— Paper — What Subjects in Natural Science should Graded and High Schools teach, and what should be the general method of teaching, O. S. Westcott.
Paper — The Model Principal, E. B. Wood.
General Discussion — Function of the Wisconsin Principals' Association.
Business.

Each paper will be followed by general discussion.

J. Q. EMERY, *President.*

I. N. STEWART, *Secretary.*

SUPERINTENDENTS' CONVENTION.

Madison, Wednesday Afternoon, December 29, 1880.

2:00. Organization and roll call.
2:15. ADDRESS — Hon. W. C. WHITFORD.
2:45. Relation of Superintendent to the Compulsory Law — BETSEY M. CLAPP and B. R. GROGAN.
3:30. Superintendents as Institute and Association Workers — HENRY NEILL and G. M. BOWEN.
4:15. Aims and Process of School Visiting — C. L. HARPER and E. B. GRAY.

J. T LUNN,
Chairman Ex. Com.

EDITORIAL.

The JOURNAL OF EDUCATION will be conducted the next year, as it has been the past year, with the purpose of representing all departments of the school work in the State. We are in hopes of providing hereafter more original articles on subjects of immediate interest to teachers, school officers, and others, who read our pages. During the past year, our Historical articles by Prof. Albert Salisbury, have added much interest to the JOURNAL, and we are very desirous that he will find time next year to send us his resume of the important events of each month. The department of Primary Instruction is a distinctive feature in the present volume; and while it may not be continued as such, we expect to publish contributions and selected matter on points under the same subject. We shall give considerable attention to furnishing practical suggestions on items found in the scheme for grading the work done in our country schools.

We invite the renewals of the subscriptions for next year. We have before expressed our sense of gratitude to those who have, the past year, aided in extending the patronage of this periodical. The number of the readers of our pages is greater than ever before. We solicit the help of our subscribers in enlarging this list next year.

TO SUBSCRIBERS.—Those still indebted for the past year will confer a favor by remitting the amount due. Those who may wish to discontinue at this time will please give prompt notice — not delay until they have received the January number.

In this number of the JOURNAL are found the programmes of the exercises of the Convention of County and City Superintendents, the Annual Session of the Principals' Association, and the executive meeting of the State Teachers' at Madison, during the holiday week this month. It is hoped that the attendance upon these gatherings will be large, and that the exercises in all of them will be made exceedingly interesting and profitable.

We have received a card from the Secretary of the Wisconsin Academy of Sciences, Arts, and Letters, informing us that the Eleventh Annual Meeting of that body will be held in the Senate Chamber of the Capitol at Madison, beginning Tuesday evening, December 28th. It will probably also be in session the following two days.

A joint meeting of the Institute Committee of the Normal School Board and of the regular conductors, has been appointed for Monday evening, December 27th, and the following day, at Madison. At this time, the syllabus of work to be done in the institutes next year, will be presented and discussed. It is expected that it will be an occasion of great interest.

After unavoidable delay, the circular of the State Superintendent on "The Grading System for the Country Schools," has been printed, and distributed among the County Superintendents of the State. All the latter who have applied for the circular, have received twice as many copies of it as there were school-districts in their counties last year. We are gratified at the interest manifested by these officers in obtaining the circular, which they will place in the hands of those teachers and clerks of district boards, likely to make the best use of the instructions given in it. We should have been glad to have furnished these copies earlier in the season, but this was found practically impossible. Still in nearly every case, it will be seen that the best opportunity for applying the suggestions for grading the work in our country schools, will occur during the present winter term, either at its middle or at its close.

A prominent teacher in the State, after commending the instruction given in the circular, mentioned above, for establishing this scheme in the country schools, writes: "Now the County Superintendents must come to the point in this work." There can be no doubt but that the success of this effort will depend very greatly upon their earnestness and their exertions in introducing and maintaining it in the schools under their jurisdiction. In other States where similar plans are in operation, they have gained a firm foothold in those counties only where the Superintendents have pressed these plans upon the attention of the teachers and pupils, with an intelligent zeal. From many of our counties the evidence is gathered that these officers will not be wanting in this respect. In fact, we are assured that they will, in very many instances, assist the teachers and district boards to begin work at once under the suggestions presented in this circular.

The size of this circular,—a pamphlet of thirty-six pages, should not deter any teacher in our country schools from carefully studying all the sections which it contains. The scheme set forth therein is not complex, though the explantions are quite numerous. The most important item discussed is the Course of Study. This furnishes very many hints as to the methods to be used in teaching the subjects embraced in the Course. It is hoped that they will be found useful in helping both teacher and pupil to pursue in an established order, the studies in the public schools, and to master successfully those studies in a proper time.

NEW PUBLICATIONS.

Our Little Ones. This is a new monthly magazine published for children, by Russell Publishing Co., Boston., Mass. The editor is Oliver Optic, the well-known writer of children's stories. The second number, which has been sent us, is admirable, both in its illustrations and in its matter. We have placed it in the hands of an active boy about six years of age, and expect to see him delighted with the pictures and with the spirited stories.

Work with Words.— Prof. W. S. Johnson, of the Whitewater Normal School, has just published his work on this subject, which he states is "a practical ety-

mology and word analysis for the use of industrious learners." He claims the following advantages for the work: (1) It begets enthusiasm and lasting interest—the foundation of profitable learning; (2) It gives few facts and requires search for many—the true method of study; (3) It keeps in view the unity, natural growth, and changes in language; (4) It is progressive, beginning with simple Anglo-Saxon derivatives, and ending with such work as will enable the student to find his own roots and derivatives, whether written in Roman or Greek text." The author has thoroughly tested, in his classes at the Whitewater Normal School, all the points under his scheme; and the most satisfactory results with it have been attained. The work is printed in the most attractive style.

TREATMENT OF CHILDREN.—The full title of this work is "The Feeding and Management of Infants, and the Home Treatment of their Diseases." It is published by C. B. Beach & Co., 36 La Salle St., Chicago, and has 426 pages. The author is T. C. Duncan, M. D., who has written several medical works of a practical character, and is the editor of the United States Medical Investigator. In his extensive practice as a physician in that city, he has given special attention to the diseases of children. We have placed the work in the hands of an experienced nurse of small children, and she pronounces it excellent in its spirit and instruction—such as every mother should possess and study. It devotes a few pages to valuable suggestions on the treatment of the bodies of children in our public schools.

MESSRS. A. S. BARNES & CO., 111 and 114 William St., N. Y., have just published THE PRACTICAL WORK OF PAINTING, being Art Essays, with Portrait of Rubens after Flaming, and a Chapter on Etching, by Philip Gilbert Hamerton, author of *The Intellectual Life*, and editor of *The Portfolio*. It is an 8vo., paper covers, illustrated, and the price, postpaid, is only 60 cents. For sale by booksellers and newsdealers, or sent by the publishers upon receipt of price.

EDUCATION.—The second number of this bi-monthly magazine has been received. It contains several articles of rare value.

Secretary Dickinson presents, in his concise style, the "Results of Methods of Teaching," showing the importance of right methods, and the principles on which they are based. Hon. E. E. White, one of the ablest educators of the West, discusses with great ability the subject of "Technical Teaching in American Schools, presenting, with other important considerations, weighty objections to the teaching of trades in the public schools. Secretary Northrup furnishes an elaborate and interesting article on "The Quincy Methods," in which he shows what is and what is not new in those methods, and gives some useful hints to re-discoverers of old ideas. Miss Anna C. Brackett, in her article, "Over a new road," arrives by a new path at a conclusion in favor of co-education of young men and young women. Professor Calkins has a sensible paper on "Object-Teaching: its Purpose and Province." Superintendent Marble discourses in his incisive style on "Learning or training: Which? Dr. S. N. Fellows argues on "The Relation of Normal-School Work to the State," in favor of making provision by the State for (1) chairs of education in universities; (2) a normal department in every high school; (3) separate normal schools which shall be strictly professional; (4) temporary preparatory departments in normal schools

and teachers' institutes. George Howland has an article on "Moral Training in our Public Schools;" Dr. A. C. Merriam gives an interesting account of "An Experiment in Reading Greek at Sight;" Mr. G. A. Hill gives a translation from Schopenhauser on Education; and Rev. R. H. Quick treats of "The Renascence and its Influence on Education."

TWENTY-ONE NUMBERS OF SCRIBNER'S FOR $5.00.—The richly illustrated November number of *Scribner's Monthly*, the Decennial Issue, appears in a new cover, and begins the twenty-first volume. The increasing popularity of the magazine is strongly evidenced by recent sales. A year ago the monthly circulation was about 90,000 copies; during the past nine months it has averaged 115,000, while the first edition of the November issue is 125,00. The first Part of the now famous serial by Eugene Schuyler, "The Life of Peter the Great," was finished in October. With November begins Part II., "Peter the Great as Ruler and Reformer," which will be an advance, in point of popular interest and wealth of illustration, upon the part already published. To enable readers to secure Part I the publishers make the following special offers to new subscribers after October 20th, who begin with the November number.

(1) New subscribers may obtain, for $5.00, *Scribner's Monthly* for the coming year, and the previous nine numbers, February to October, 1880, which include Part I. of "Peter the Great," Mrs. Burnett's "Louisiana," etc. In accepting this offer, twenty-one numbers will be had for $5.00.

(2) They may obtain the previous twelve numbers of *Scribner's*, elegantly bound in olive-green cloth (two volumes), containing Part I. of Peter the Great, all of Cable's Novel, "The Grandissimes," with the numbers named above, and a year's subscription, for $7.50. (Regular price, $10.00.)

All book-sellers or news dealers will take subscriptions and supply the numbers and volumes mentioned in the above special offers, without extra charge for postage or express; or the publishers, Scribner & Co., 743 Broadway, New York, may be addressed direct. The regular price of *Scribner's* is $4.00 a year, 35 cents a number.

ST. NICHOLAS FOR 1881.—5,000 for England, 100,000 for America. *St. Nicholas*, the charming magazine for boys and girls, edited by Mrs. Mary Mapes Dodge, has increased so much in size and number of pages during the year past that the publishers have been obliged to issue the yearly volume in two parts, instead of one as heretofore. As to its circulation, they report a gain of 10,000 in the average monthly editions of 1880 over 1879. The announcements for the coming year include a capital serial story for boys, full of exciting adventure, "In Nature's Wonderland," or, Adventures in the American Tropics; Stories of Art and Artists, by Mrs. Clara Erskine Clement, a faithful outline of the history of European Art, with many illustrations; "Phaeton Rogers," a delightful and humorous serial by Rossiter Johnson; "Mystery of a Mansion," a six months' erial; The Treasure-Box of Literature, directing and encouraging young people in the best reading; The Agassiz Association, fully explained in the November number; "Two English Queens," by Mrs. Oliphant; "The Land of Nod," a children's operetta, with music,—full of charming tableaux and effects; A series of beautifully illustrated Ballads for Young Folks, beginning with the Christmas number; A Special Budget of Fairy Stories by Frank R. Stockton — the first of

which is in the November number; An Indian Story by "Bright Eyes," the Ponca Indian maiden; a splendid holiday story, "A Christmas with the Man in Moon," by Washington Gladden. Open-air Papers, stories of sports, and games, will be continued, with all the popular departments. Subscriptions beginning with the November issue will include "the wonderful Christmas number," of which the edition will be 5,000 in England and 100,000 in America. The price of this number, to be issued about November 30th, will be 30 cents. Regular price $3.00 a year; 25 cents a number. For sale, and subscriptions received, by all dealers, or the publishers, Scribner & Co., 743 Broadway, New York.

North American Review.—A significant article by the Hon. George S. Boutwell in the December number, entitled "The Future Republican Party," is sure to arrest public attention. Written after the result of the recent elections had been ascertained, this article defines the position which the Republican Party is, in logic and in policy, bound to assume toward the Southern States. Concession, compromise, conciliation, the author says in substance, will no longer be tolerated. No person is to be admitted to a seat in the Senate, unless the record of his election is clear. New laws are to be passed for the supervision and protection of the ballots in the elections of members of the House of Representatives and Presidential electors. The civil magistrates must have the means within call (the army) of protecting the ballot and keeping the peace. The United States must insure to the people of each state a truly republican form of government. No grants will be made for internal improvements in any southern state where the equality of all men before the law is not a living, practical fact. The other articles in the December number of the *Review* are: "The Discoveries at Olympia," by Prof. Ernst Curtius; "Rational Sunday Observance," by the Rev. James Freeman Clarke; "Southern Statesmen and their policy," by the Hon. John Jay; "The Ruins of Central America," by Désiré Charnay; "The Distribution of Time," by Dr. Leonard Waldo; "The Public School Failure," by Richard Grant White; "The Validity of the Emancipation Edict," by Aaron A. Ferris. For sale by booksellers and newsdealers generally.

The Domestic Monthly for December keeps step with the season and pays special attention to midwinter fashions. Cloaks and cold weather furnishings of every kind are laid before the reader, and Furs form a special chapter; the substitution of spotted furs for the soft monotones so long in vogue, proving at least that there is no such thing as an anchorage for fashion. Mary Ainge De Vere begins in this number a serial entitled "Was She Jealous?" It is in that author's best vein, strong, fanciful, and provocative of curiosity. Turbans, we believe, have not gone out yet, and the pretty Oriental legend, by A. Von Lehman, of their invention will be found very entertaining to all readers. Mrs. Merighi's Art Paper, A Sketch by Eben E. Rexford, Mrs. Henry Ward Beecher's invaluable Household Department, several poems, and discriminating notices of new books make up the balance of a most acceptable number. The publishers have made arrangements to give a fine large steel engraving of Millais' celebrated painting, "Yes, or No?" with the *Domestic Monthly* for the ensuing year. The January number will contain the announcement in detail. The *Domestic Monthly* is published by Blake & Company, Corner Broadway and Fourteenth Street, New York, at $1.50 per year, inclusive of pattern premium. Specimen copies 15 cents.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

The "lull after the storm" has followed the election, but interest is beginning to awaken in the session of Congress soon to commence. The various bureaus of the national government are already publishing their annual reports.

The Commissioner of Indian affairs gives the number of Indians in the United States, exclusive of Alaska, at 255,938. All but about 15,000 are more or less under the control of the government agents. Of the whole number, about one-fourth are civilized. The Indian territory contains 60,560 civilized and 17,750 uncivilized Indians.

The Comptroller of the Currency reports the paper currency outstanding November 1 as follows: National bank notes, $342,063,451; "Greenbacks," $346,-681,016; Aggregate, $688,744,467. This is about $7,000,000 more than a year ago. The estimated amount of coin and bullion in the country is $612,283,357, of which three-fourths is gold and one-fourth silver.

The United States Treasurer reports that of 73,000,000 standard silver dollars coined since 1878, only 34 per cent. have gone into circulation. Over $47,000,000 are now in the treasury vaults. It will be one of the most pressing duties of Congress to deal with this state of things.

It is announced that the commission sent to China has negotiated two important treaties, one relating to commerce and the other to immigration. Both treaties are now on their way to this country.

Not only the University of Wisconsin, but the scientific world, has sustained a heavy loss in the death of Prof. Watson, the astronomer.

The population of the four chief cities of the United States is given as follows: New York, 1,206,577; Philadelphia, 847,542; Brooklyn, 566,689; Chicago, 503,053. A recount has been taken in St. Louis, which now shows a total of 350,915.

A syndicate of European and American bankers has been formed, which will furnish $40,000,000 for the speedy completion of the Northern Pacific Railroad.

Two hundred and fifty miles of new railroad have been constructed in Wisconsin this year.

THE MONTH ABROAD.

The Irish troubles continue to be the most exciting topic of foreign news, the center of interest being, of late, the estates of Lord Erne at Lough Mask. Lord Erne's agent, a Mr. Boycott, had made himself especially obnoxious, and was made the victim of a novel mode of treatment, that of total isolation and non-intercourse. No violence was used, but no one would work for him in house or field, and his crops were left ungathered until a body of Orangemen, from Ulster, escorted by 900 troops, marched to his relief and harvested the crop. The new tactics of non-intercourse have received the name of "Boycotting," and are likely to prove much more effective than any hitherto employed by the aggrieved tenantry.

The English Cabinet has decided not to employ coercive measures in Ireland, but will submit a new Land Law at the next session of Parliament, after Christmas. It is rumored that the new measure will be of a very liberal character, in which case English politics are liable to become decidedly warm for a time.

The second week in November witnessed a lively flurry in French politics. In consequence of an adverse vote in the Chamber of Deputies, on a minor matter, the whole Ministry headed by Mr. Jules Ferry resigned. They were, however, persuaded to resume office upon a vote of confidence by the Chamber.

The Jesuits who were expelled have largely returned, having been commissioned by the Pope as "secular" teachers.

Dulcigno is at last surrendered by the Turks to Montenegro. It was taken from the Albanians by Dervisch Pasha, November 26, after some fighting, several hundred being killed on each side.

Persia is disturbed by an insurrection of the Kurds, and England is having trouble with the Basutos in South Africa.

The United States, through Minister Christiancy, has attempted to bring about peace between Chili and Peru, but without success. The savage fight between those countries goes on more relentlesely than ever.

Sir Alexander Cockburn, Lord Chief Justice of England, is dead. He was one of the Geneva Commission, who closed up the "Alabama Claims" difficulty between this country and England.

CENTRAL AMERICA.

That strip of country with an isthmus at each end, lying between North and South America, is practically an unknown land; but it is becoming the subject of frequent reference in connection with the proposed Nicaragua Ship Canal and the Lorillard Expedition.

Central America comprises five states, the so-called republics of Guatemala, Honduras, San Salvador, Nicaragua, and Costa Rica. It is almost wholly a mountainous region. Of its population one-twelth, it is estimated, are whites; four-twelfths, of mixed races; and seven-twelfths, Indians.

There is a sort of tradition abroad that away in the mountain valleys of the interior is a tribe of Indians of the pure stock, encountered by the Spanish invaders, but never seen by white man of the last two centuries. However this may be, the greatest point of interest in this singular country is the fact that it contains remarkable remains of an early civilization now extinct.

"It is sufficiently ascertained that within a few years after the conquest of Mexico, Central America was overrun by military adventurers whose rapacity and violence drove the harmless and timid Village Indians from their pueblos into the forests, thus destroying in a few years a higher culture than the Spaniards, then or since, substituted in its place." The most interesting evidences of this culture are the extensive ruins at Palenque, Uxmal, and Copan.

Various partial explorations of these districts were made years since, but these have been followed by a long period of neglect. To those interested in American antiquities, one of the important events of the past year was the departure of

the Lorillard Expedition for a thorough examination of the ancient works and ruins of Central America. This expedition was organized under the joint arrangement and support of the French government and Mr. Pierre Lorillard, a wealthy citizen of New York. Photographs and casts of all sculptures and other works of ancient art that may be discovered, are to be made for both the French and American national museums. A full account of operations, written by the head of the expedition, M. Desire' Charnay, is now being published in the *North American Review.*

NOTES.

PROF. L. L. CLARK has organized a night school in Whitewater. There are over twenty members already, and more to come.

THE attendance of the public school at Fox Lake is 200. John Kelly, a graduate of the Platteville Normal School, is in charge.

MISS F. E. TOWER, late a teacher in the Oshkosh Normal School, has been tendered the principalship of the high school in Marion, Ohio.

A SMALL glacier has been discovered in Tuckerman's ravine in the White Mountains. The rate of motion of its center is above eight inches daily.

PROF. STRAETZEL, of Watertown, has resigned the principalship of the high school of that city. The board are looking diligently for another man.

SUPT. DIKE, of Polk county, writes: "I shall take pleasure in assisting in the distribution of 350 circulars on the Course of Study for Country Schools."

PROF. ROSENSTENGEL, of the State University, has published a new German reader, which will take the place of Whitney's, which has been in use there some time.

MR. E. M. WILSON, of Grantsburg, Burnett county, was elected last month the county superintendent in the place of John G. Fleming, who resigned in September.

SUPT. FOWLER, of Milwaukee county, writes to the State Superintendent: "I will cheerfully distribute the circular on 'The Grading System for the Country Schools,' as you require."

SUPT. RATHBUN, of Buffalo county, writes: "I will see that any number of the circulars on Grading Country Schools, which you may send me, shall be put where they shall do the most good."

SUPT. WHITE, of Barron county, says in reference to the circular on Grading Country Schools, "It will be more thoughtfully considered in this county, and its suggestions will be put into practice."

MR. E. E. FITZ GIBBON, of Pheasant Branch, Dane county, was elected last month the county superintendent of the second district of this county, in the place of Chas. F. Harding, Esq., who filled the position for a month by appointment.

THE high school at Trempealeau, under the charge of W. S. Showers, reports for the month ending November 5th, only 141 minutes of tardiness among the pupils, the percentage of 98 for punctuality, and of 90.8 for attendance.

THE old Superintendent of Columbia county, Mr. Kennedy Scott, we lately met while he was going from Poynette, where he is doing admirable work in the public school. He comes back to his old love with his former enthusiasm.

PROF. S. A. HOOPER, principal of the public schools at Port Washington, writes encouragingly as follows: "Our schools are prospering, and I cannot help but notice a more favorable sentiment in regard to public schools than has ever before existed here."

SUPT. WINSLOW, of Marinette county, says: "So many of our country schools are small and irregularly attended that it would be next to impossible to grade them thoroughly; but a step can and ought to be taken in that direction."

SUPT. MORGAN, of Green county, writes: "I am to have teachers' meetings in various parts of the county this winter, and I shall most gladly lay your circular before the teachers and school boards, when I have opportunity. I will do all I can."

MISS BETSEY M. CLAPP, Superintendent of St. Croix county, desires "not less than one copy of the circular on Grading Country Schools, for every clerk and for every teacher in the county. I shall be glad to see them before our County Association of Teachers."

SUPT. JONES, of Iowa county, says: "I shall be glad to aid you in the distribution of your 'Grading System,' among the schools of the county. I should like one for every district clerk in the county, and one for every teacher, which will make about 350."

THE *West Bend Times* has this item:

THE WISCONSIN JOURNAL OF EDUCATION comes regularly to our table, and is a welcome visitor. In past years the JOURNAL became a necessity to us, and still retains its hold. Although specially valuable to teachers, it contains much that is interesting to all friends of education."

MISS AGNES HOSFORD, Superintendent of Eau Claire county, writes: "I should like at least one circular of the Grading System for each school board, and one for each teacher. As there will doubtless be some new teachers employed in the summer, I think we could use profitably 200 circulars before the close of this school year."

THE Governor has appointed Prof. Albert Salisbury, a trustee of the Deaf and Dumb Institute at Delavan, in the place of Pres. A. L. Chapin, D.D., who has resigned. The latter has been on this board fifteen years. The appointment of Prof. Salisbury will give great satisfaction, and the Governor is to be congratulated.

SUPT. MAHONEY, of Kenosha county, says in reference to circular on Grading Country Schools: "Send me as many copies as you can spare. We are going to have meetings in different parts of the county to explain this matter. I am going to make it a special work this winter. I think we can make it a success in this county, if it can be done any where in the State."

SUPT. HOUGHTON, of Vernon county, writes in regard to the circular on "The Grading System for Country Schools," lately issued by the State Superintendent, "I am glad such a circular is forthcoming. It is much needed in this county. I am using every possible means to elevate our schools and staff of teachers. It will take time, but it can be done."

SUPT. WEST, of Rock county, writes asking for at least 150 copies of the circulars on the Grading System, for his district; and continues: "I will most heartily aid in the distribution of these circulars among the teachers and school boards. I believe the system to be one of the best means for improving the condition of our mixed schools, when thoroughly established."

THE Governor has appointed Hon. John G. McMynn, of Racine, as a regent of the State University for the Second Congressional district, in the place of Hon. J. B. Cassoday, of Janesville, who properly resigned on being appointed a member of the Supreme Court of this State. The older class of teachers, who are well acquainted with Col. McMynn, will rejoice at his connection again with the management of the University.

AN eighty-four page catalogue is just issued by the State University, under the print of the Democrat, at Madison. The execution is creditable. From it we learn that there are now enrolled in the University 436 students, classified as follows: Senior class, 40; Junior class, 55; Sophomore class, 55; Freshman class, 78; special students, 111; Law class, 64; Sub-Freshman class, Greek, 10; and Modern Classical, 23. The catalogue furnishes full information in reference to the purposes and instruction of the University.

WE are pleased to learn that Maj. H. A. Wheeler, late Lieutenant in the U. S. Army, who has been associated with Gov. Bagley, of Michigan, in the management of the Michigan Military Academy, at Orchard Lake, proposes to open a similar school at Geneva Lake, in this State. Commodore M. K. Fairbank, and other gentlemen in Chicago, who have summer residences at Geneva, will erect the necessary buildings, which will be commenced next spring. Such a school, properly conducted, is one of peculiar value to our youth, and to the State.

A WORK on Etymology and Word Analysis has just been issued from the *Whitewater Register* office. It originated in the inventive and methodical mind of Prof. W. S. Johnson, of the State Normal School, and is designed to give scholars and others interesting and profitable exercise in the study of words, their origin, relations, and exact signification. The work has involved much study and deep thought; but the author has done the most of the labor—and the clear headed user of the book will find it not only a valuable assistant to a better knowledge of the language, but full of pleasant and interesting entertainment. We would like to say a word respecting its mechanical appearance, but will only remark that we are not ashamed to have it compared with books issued from the most pretentious publishing houses.

THE following letter was addressed, Oct. 27th, by H. W. Chynoweth, Assistant Attorney General, to J. H. Evans, Regent of Normal Schools, at Platteville:

DEAR SIR — Yours of the 25th inst. received, and contents noted. The question of residence is one of intention. Students attending school can elect to make the place at which they are so attending school their place of residence, and thus be entitled to vote at such place. It is the universal practice over the State to allow students to vote at the place they are attending school, as their place of residence. The right of the students of the Wisconsin University to vote at Madison as the place of their residence, has never been questioned or denied. With a few exceptions, they consider this their place of residence, and vote here. I believe this answers your questions.

JAMES CRAIG WATSON, who died on Tuesday, the 16th of November, at Madison, was born in Middlesex (now Elgin) County, Canada West, January 28, 1838. His father emigrated from Northumberland county Pennsylvanta, to Canada, and thence to Michigan. He graduated at the University of Michigan in 1857, and was appointed teacher of mathematics there. In 1859 he became professor of astronomy, in 1860 of physics and mathematics, and since 1863 up to the time of his removal to Madison, was director of the observatory at Ann Arbor, and had entire charge of the astronomical department. He has discovered nineteen asteroids, for which he received the gold medal of the French Academy of Sciences. He went to Iowa in 1869, and to Sicily in 1870, to observe the eclipse of the sun, and in 1874 to Pekin as the head of the United States expedition to observe from that point the transit of Venus. Besides astronomical charts, he published a "Popular Treatise on Comets," and voluminous contributions to scientific journals.

The Compound Oxygen Treatment

For the cure of Consumption, Asthma, Bronchitis, Catarrh, Dyspepsia, Headache, Ozæna, Debility, and all Chronic and Nervous disorders, by a

Natural Process of Revitalization.

UNSOLICITED TESTIMONIALS.

We offer herewith testimonials to the efficacy of "COMPOUND OXYGEN," and ask the reader to examine them carefully. They came to us unsolicited, and have, therefore, a more than ordinary value.

No. 6.

Dr. J. F Goldman, of Huntsville, Alabama, has been using the Compound Oxygen in his practice for nearly a year He sends us the following testimonials in two of his cases.

"HUNTSVILLE, Ala., August 15th, 1879.

"DR. J. F. GOLDMAN — Dear Sir: I having had the dread disease, consumption, coming upon me for more than fifteen years, and having become so reduced that I was unable to attend to my household duties - hardly able to go from room to room—with the expectation of myself, family and friends that I could not live many months, I grasped at everything that promised relief or that there was any hope in. But no relief came until, through the kindness of Drs. Starkey and Palen, about two years ago I received their compound Oxygen Treatment. After two months' use I commenced to recover to such an extent that all my friends asked me what I had been doing to myself that caused such an improvement. My answer was: 'I have made the change by the use of Compound Oxygen.'

"When I commenced to use it, I was hollow chested, with deep-seated pain in my lungs, and had great difficulty of breathing. Had a hacking cough, with heavy, hard expectoration mixed with blood; and sometimes blood alone. All this gave me and my friends great uneasiness, and despair of my life.

"I now recommend it to all who are suffering from the same dread disease, believing, if used as directed, it will cure them also.

"Yours respectfully, VIENNA T. DOUGLASS."

Remarking on this letter, Dr. Goldman says:

"I have been Mrs. Douglass' physician for more than a year, and can indorse most fully her statement as to her health now; and soon after she had finished her second months' inhalation, she was indeed a picture of blooming health."

"HUNTSVILLE, Ala., December 8th, 1879.

"Statement of Mr. N. B. Grayson, made to Dr. J. F. Goldman, of Huntsville, Ala., June 16th, 1879:

"I have had, for three years past, pain, soreness and trouble in my right lung. Two years ago I had a hemorrhage from my lungs. At this time I was employed as blacksmith in the C. and Memphis Railroad shops. I was compelled to give up my situation and quit work. This last winter I was troubled with a bad cough, and was so reduced in strength as to scarcely be able to walk. I lost my appetite, and became greatly emaciated. My throat also was constantly sore, and I was troubled with hoarseness. No one who saw me could doubt that I had the consumption. Two months ago I was induced to visit Dr. Goldman's office and try the Compound Oxygen Treatment. The effect from the very first was quite marked. Within five days my cough nearly left me, I slept well, my appetite returned, and, notwithstanding, for one month past I have worked harder than I have for three years, I have gained during this excessively hot month seventeen pounds in weight. And now (so far as I can see) I am well! every bad symptom having disappeared, and I feel active and strong. But for this treatment, I should in all probability, never have done another day's work. I relied wholly on this treatment from the first. And I can and do most heartily commend the Compound Oxygen Treatment to all who are similarly afflicted.

"N. B. GRAYSON."

Concerning this statement, Dr. Goldman writes:

"Mr. Grayson is still at this date (December 8th, 1879), strong and healthy, working every day at the anvil. Two months inhalation did it."

Address *Drs. Starkey & Palen,*
1109 and 1111 Girard St., Philadelphia, Pa.

JANUARY, 1880. $1.00 IN ADVANCE.

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ORGAN OF THE
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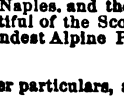

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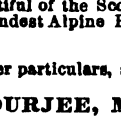

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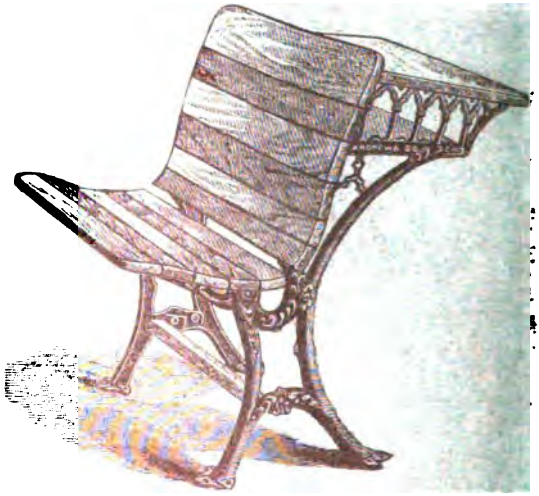

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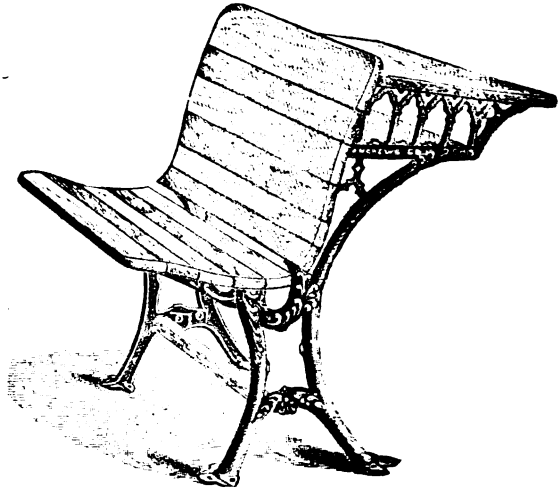

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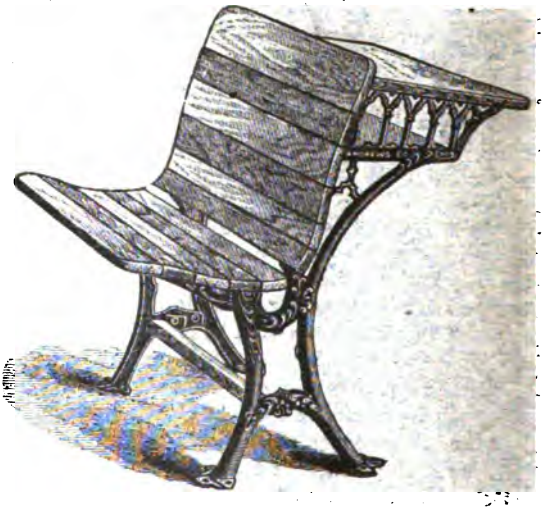

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MADISON · WIS ·

DAVID ATWOOD, Printer. WHITFORD & PRADT, Publishers

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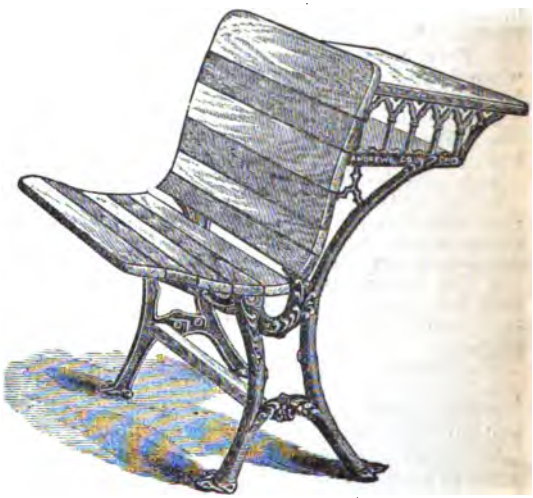

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We knew nothing of the result in this case until the following letter, voluntarily sent, came to hand. The testimonial, coming as it does from a gentleman occupying so high a position in his state, is one of great value:

"STATE NORMAL SCHOOL, RIVER FALLS, WIS., "September 4th, 1879.

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"Respectfully, W. D. PARKER,
"*Pres. State Normal School.*"

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Testimonial from Miss Bertha Pradt, Artist, daughter of Rev. J. B. Pradt, Ass't State Superintendent, Wisconsin.

"MADISON, WIS., July 27, 1880.

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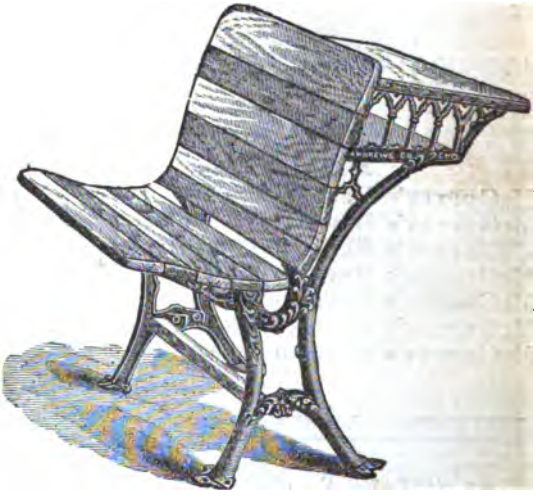

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No. 3.

From the Publisher of Chicago Inter-Ocean.

"*Office of The Inter-Ocean,*
"*Chicago, Jan.* 10, 1880.

"Drs. STARKEY & PALEN: Gentlemen.—It is contrary to my rules to give certificates to the many healing remedies that are advertised, but my experience with 'Compound Oxygen' has been such that I feel it my duty to recommend it to all my acquaintances suffering from overwork and a tendency to pulmonary trouble. In October, 1878, I was in very poor health. My system had been much overtaxed, and a cold contracted in the spring seemed to have taken permanent hold on my lungs. I had had several slight hemorrhages, was troubled with a cough and was much reduced in flesh. *I was discouraged, and my family alarmed at my condition.* A friend in Boston sent my wife one of your little books, strongly recommending your remedy. I was beseought to order the 'Home Treatment,' I did so. I followed instructions faithfully, and in three months was a new man. My troubles had almost entirely disappeared. The improvement had been quiet, but certain and sure from the time I first began its use. I feel very grateful to you for it, and wish that I could persuade all suffering in a similar way to perseveringly use your very simple and effective remedy. Business is very confining and exacting, and when I take cold and feel myself running down, I resort to Compound Oxygen, and it is always prompt in its results. I feel like commending it to all. It is not a kill-or cure remedy. If it does not cure, it certainly does not injure.

"Yours truly, WM. PENN NIXON."

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"*Gentlemen:* Permit me to add my testimony to that of others, as to the value of your 'Compound Oxygen Home Treatment.'
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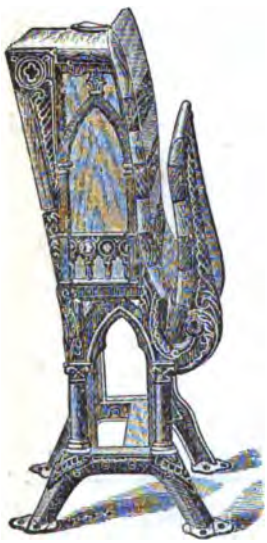

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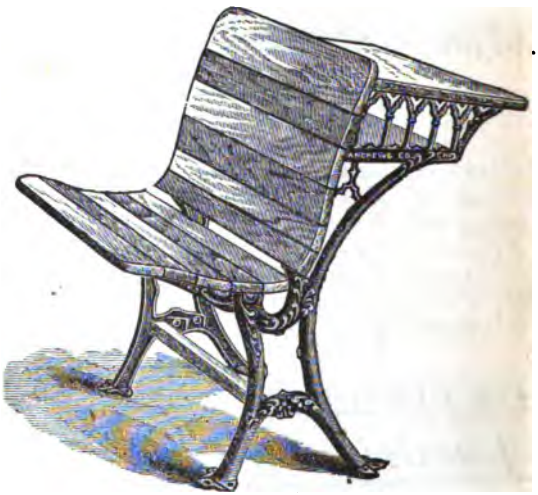

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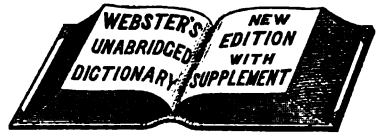

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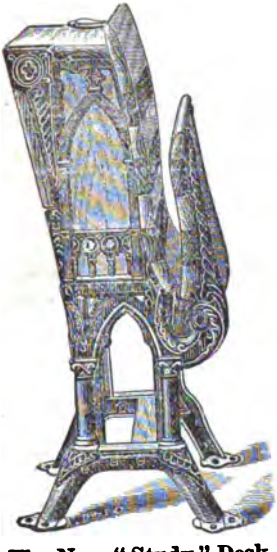

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